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TRAINING IN Administrative Management INSTITUTE

OKLAHOMA STATE UNIVERSITY

Stillwater Oklahoma



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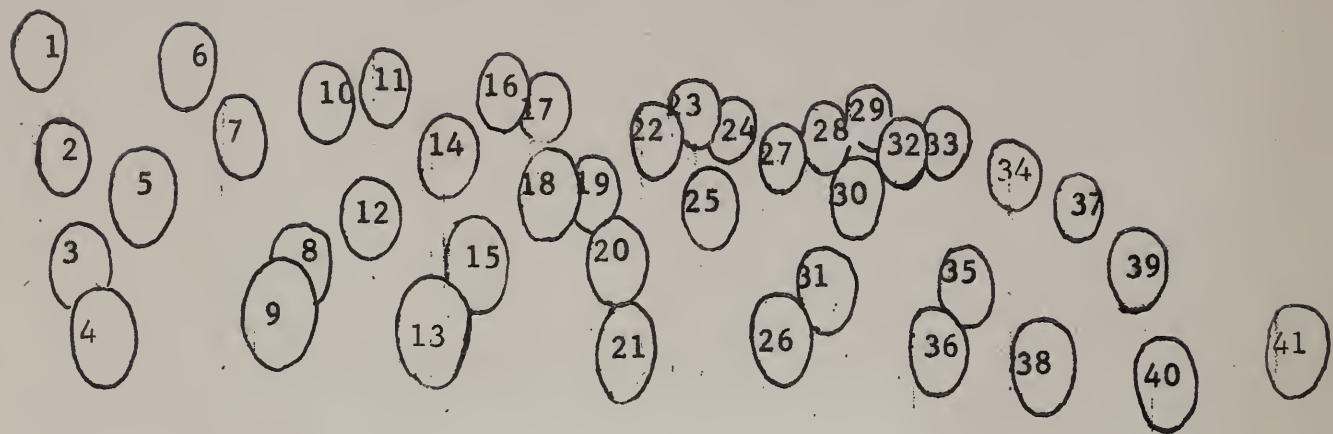
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CO-MANAGERS OF TAM INSTITUTE



ROSS W. HALL

State Administrative Officer
Soil Conservation Service
Stillwater, Oklahoma

Born at Parsons, Kansas. Began work with SCS in August, 1935; has been with SCS continually except for a five-year tour with the Army in World War II. Mr. Hall has a B. S. Degree from Oklahoma State University, with a major in General Business. He is married and has three children--one son graduated from college, one a Junior in OSU, and one son a Freshman in highschool.



LEWIS F. WOLFE

State Administrative Officer
Agricultural Stabilization & Conservation
Stillwater, Oklahoma

Born at Guthrie, Oklahoma and reared on a farm west of that town. Attended Oklahoma schools and upon graduation farmed for a number of years. Mr. Wolfe has served six years in the Oklahoma State Legislature. He has participated in civic clubs, Chamber of Commerce, farm organizations and is a member of the Presbyterian Church serving on official boards. He has been in his present position as State Administrative Officer since 1954.

FOREWORD

The Age of Science and rapid advancements in technology brings to fore the importance and necessity that comparable gains be made in the field of management. Competent leadership is the key to even greater achievements in our economy and stature of tomorrow.

The progress of our Nation is dependent upon the contributions of individuals whether privately or publicly employed -- working individually or collectively -- to produce food, fiber, machines, and rendering the many services allied with the complex, specialized society in which we live. Educating and training efficient management in Government and in business are essential, if we are to attain maximum productivity both in creative thinking and in turning resultant ideas into reality.

The fourth TAM Institute assembled at Stillwater, Oklahoma to diffuse good management practices; improve skills and attitudes; and, inculcate knowledge in the minds of men at the middle and top management level. The degree of success, or full impact of such training, although positive, can never be fully appraised or measured. All in attendance are appreciative of the opportunity to receive such specialized training and are cognizant of the responsibilities associated therewith--conducting forthcoming workshops as well as putting into practice "on the job" those principles so ably conveyed to us by the leaders and recourse people who participated at this Institute. The exchange of ideas with aggressive leadership from various fields or facets of Departmental programming contributed to a broader understanding of USDA and implanted in participants' minds new ideas of better management.

We accept our charge to pursue these principles of effective management, to keep abreast with current trends in management techniques, and to contribute to this fund of management "know-how" through individual incentive and self-help.

The best assurance of strength and efficiency in government is to develop its leadership. OUR GOAL IS TO BETTER SERVE OUR GOVERNMENT--KNOWING THAT GOAL IS PUBLIC SERVICE.

MOTTO: STOP - LOOK - LISTEN - PARTICIPATE - GO AHEAD!

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WELCOME ADDRESS

By Dr. Louis E. Hawkins



Dr. Louis Hawkins, Director of the Oklahoma Agricultural Experiment Station, Oklahoma State University, Stillwater, Oklahoma, is a native of Caddo County, Oklahoma. He obtained his B. S. degree from Oklahoma State University in 1926. He received his graduate training and Doctor's degree at the University of Wisconsin. Prior to becoming Vice-Director of the Oklahoma Agricultural Experiment Station in 1942, he served as a County Agent, did research work in the Animal Husbandry Department of Oklahoma University and was Agricultural Commissioner of the Kansas City Chamber of Commerce

PRESIDING OFFICER - Lewis F. Wolfe, ASC

SUMMARY

By Howard C. Lee, FS
Harold Johnson, REA

The Oklahoma Agricultural Experiment Station through its sixteen out-field stations and special research centers is the principal instrument of research on agricultural problems in Oklahoma.

Emphasis is particularly strong on integrating research in the University's program of service to agriculture in the state.

Five new departments have been created in the Station and the entire staff has been strengthened in number and training. The Station staff is ready to travel anywhere in the state to assist in the solutions of problems associated with Oklahoma's varied agriculture. Similarly, agricultural and related industry programs which overlap into other states are included in the Station's program.

BACKGROUND AND OBJECTIVES
OF TAM INSTITUTES



By Jack C. Kern

Mr. Kern is a graduate of the 1951 Denver TAM Institute. He is the Training Officer for the Forest Service. He is a native of Pennsylvania and served with the Navy in World War II. He received his B.S. degree from California. He has done advanced study in management at the American University in Washington, D. C.

SUMMARY

By Harold Johnson, REA
Howard C. Lee, FS

The Department of Agriculture has traditionally fostered training in the art of management because of its value in accomplishing department objectives.

Mr. Kern invited the group to consider the background (past experience) in formulating a program for the foreground (future needs).

In elaborating on this theme, two principal developments were cited:

1. The influence of nuclear energy on the international situation.
2. The erupting population, which as of this minute is 178,000,000, or a new town of 100,000 people every two weeks.

These two phenomena in themselves will tax our managerial ability. They point up the need for vigorous leadership in agriculture. Further justification for preparing now to meet the needs of tomorrow is contained in the fact that our Gross National Product will exceed one trillion dollars by 1980 when our population reaches a projected 245,000,000 people.

If further reason to excel in management of our total resource is needed, we are reminded of the posters all over Russia which urge "reach and surpass America."

AMONG THE PRIMARY OBJECTIVES OF THE TAM PROGRAM ARE:

1. The need to mutually understand and appreciate sister agency problems and thereby reduce conflict and duplication.
2. Prepare ourselves to bring management knowledge and skills back to our organizations at home.

3. Broaden, sharpen and accelerate our managerial skills as they bear on the USDA long and short range programs.

APPLICATION OF MANAGERIAL SKILLS:

Actual on-the-job application of the concepts and philosophies of management will be the real criterion of success of the TAM program.

These are the guides:

1. How firm are our management reference points.
2. Are we progressing in our jobs.
3. Are promotions materializing.
4. How high are our professional standards.
5. If the thesis that the objective of management is the art and science of accomplishment through others, are we making adequate investment in our personnel.
6. How well are we prepared --- or preparing --- to meet the challenge to agriculture 5 --- 10 years from now.

Finally, as we succeed as good managers, so will the USDA and our nation meet the challenge of the future.

PLANS FOR CONDUCT OF THE INSTITUTE

By Albert T. Greatorex



Albert Greatorex, served as the Institute Director for the eighth in a series of U. S. Department of Agriculture sponsored Leadership Development Institutes held on the campus of the Oklahoma State University, Stillwater, Oklahoma, September 20 - October 1, 1959.

Mr. Greatorex graduated with a B.A. in Biology and Education from St. Anselm's College, Manchester, New Hampshire, and has an M.A. in Personnel Management from George Washington University, Washington, D.C.

Mr. Greatorex came from the Department of the Navy to the Department of Agriculture as Employee Development Officer for the Agricultural Research Service.

SUMMARY

Mr. Greatorex charged the group with the responsibility of producing an effective Management Training Institute, one which would continue the trend of developing better quality Institutes with each successive meeting.

Our challenge in this Institute is to forge the link in a chain of events to continue and promote the area of management in the Department of Agriculture and to assume the responsibility for developing creative roles and motivation for better management programs.

Mr. Greatorex pointed out the group in this Institute will assume many responsibilities. These include:

1. A participant	5. A leader
2. A presiding officer	6. A reporter
3. An observer	7. An evaluator
4. A questioner	8. A committee member

He gave detailed instructions to each committee. Time was also devoted to reviewing the duties of presiding officers and the summarizers.

Two assignments were made:

1. List and justify the three most important qualities of an outstanding leader.
2. Prepare a complete outline for your state of the steps and procedures necessary to organize and develop at least one TAM workshop in each state represented.

Two references were recommended:

1. "Hints on How to Attend a Conference."
2. "How to Plan and Conduct Workshops and Conferences."

The discussion finished with the statement by Mr. Greatorex that: "The Institute will serve as a great influence both within the context of your management position and the role you play as a public servant in your community, region and nation."

HOW GROUP METHODS CAN HELP US ACHIEVE
OUR OBJECTIVES

By Dr. Woodson W. Fishback



Woodson W. Fishback is Curriculum Coordinator for the State of Illinois, Springfield, Illinois. Mr. Fishback is a native of Missouri, receiving his Bachelor of Science and Master of Arts Degrees from the University of Missouri and his Ph.D degrees from the University of Chicago. He was employed as Public School Administrator in Missouri for 13 years. From 1947-1948 he was Research Consultant for International Harvester Company. He was appointed Professor of Educational Administration at Southern Illinois University from 1948-1957. He became Educational Specialist in Division of Research and Training, Federal Extension Service, Washington, D.C., from 1957 to 1958.

PRESIDING OFFICER - John McClung, FHA

SUMMARY

By O. B. Briggs, FCIC
Roy Potas, AMS

TOPIC: "HOW GROUP METHODS CAN HELP US ACHIEVE OUR OBJECTIVES"

The basic points upon which group methods can help us achieve our objectives are as follows:

1. What are the arguments which can be presented for group approach?
2. What are some of the ways we can go about structuring ourselves in group meetings?
3. What are the fundamentals in regard to training and management fields at local levels?

The speaker then listed the advantages of the group approach:

1. Provides a setting whereby individual ideas can be pooled.
2. Group experiences pooled.
3. Gives strength to the organization.
4. Presents a chain of stimuli.
5. Individuals develop greater strength.
6. Individuals have greater opportunity to expand and be heard.
7. Draws out those who lack courage.

Dr. Fishback gave illustrations on methods of functioning:

1. Committee organization.
 - a. Break down into group and see that committees are functioning.
 - b. Provide proper leadership.
2. Buzz sessions.
A "quickie" meeting to secure many ideas hurriedly.
3. Work Group activities.
Groups sometimes selected at random, or if certain ideas are required those with such skills should be selected for a special group.
4. Workshops
 - a. Opportunity for people to work on a project - with like interests or problems.
 - b. To share ideas in which they work toward a common goal.

Dr. Fishback pointed out similarities and differences between the TAM Institute and the TAM Workshop:

<u>Institute</u>	<u>Workshop</u>
1. Two weeks duration.	1. One week duration.
2. Long range goal.	2. Long range goal.
3. Become familiar with management skills.	3. Become familiar with management skills.
4. Learn to organize and conduct workshops	4. Not responsible for conducting workshops.

He then pointed out the characteristics of an effective workshop:

1. Cooperative planning of steering committee.
2. The content or subject matter should be focused on problems in which the group has a common interest.
3. Participation is emphasized for all members in the workshop.
4. Purposes are aimed at improving skills of participants.
5. Balanced living is emphasized. This will include social as well as business matters.
6. Evaluation is continuous during and after completion of session.
7. Resource speakers and guest speakers are utilized.
8. Use creative experiences and ideas. Do not resort to too much standardization.

By way of summarizing, Dr. Fishback reemphasized:

Pre-planning
Actual conduct
Follow-up

SELF DEVELOPMENT

By Dr. Oliver S. Willham, President,
Oklahoma State University



Dr. Willham took his undergraduate work at Oklahoma State University, Graduating with a B.S. degree in 1923. Graduated from Iowa State College with a Master of Science degree in 1927 and received his Ph.D. in 1935. Was Associate Professor of Animal Husbandry and later became Vice-President of Panhandle A. and M. College, Goodwell, Oklahoma. In 1935 became Assistant Professor of Animal Husbandry, Oklahoma State University, and has advanced to President of the institution. Dr. Willham has received numerous academic honors and is active in many professional organizations. Has contributed to society by outstanding leadership in many other organizations.

PRESIDING OFFICER - Hampton Burns, SCS

SUMMARY

By Donald Pittman, AMS
F. Reed Grainger, FCIC

Education has been defined as "The Great Battle Against Ignorance." In an educational institution; such as, Oklahoma State University, this battle cannot be restricted to a state or other political boundary. We are living in a world where responsibilities extend beyond state boundaries to national and even international areas.

We are living in a space age -- an age of science. Are you fitting yourself to live in a space age? Many people feel that accomplishments can be made without work. Our adversaries worked and are working hard to accomplish their goals. We too must work hard if we are to accomplish our goals. Knowledge has expanded tremendously in recent years. Advances are rapid in mathematics and statistics. Expansion of words would require a Rip Van Winkle sleeping five years to use a dictionary to read a current newspaper.

Self-Development is very necessary in a democracy, as we must have leaders. We do not use force but use education and motivation. It is necessary for each person to be a leader in his field -- we must continue self-development.

Agriculture has undergone major revolutions, moving from human power to animal power to mechanical power. The science revolution has changed farming from "a way of life" to "a way of making a living." Farm population has decreased from one-half of the total population to 11 percent now and, eventually, may decrease to 7-1/2 percent. We have a challenge that is serious. Many people advocate that

we should let agriculture rest while other things "catch up." Thinking in that line is not correct. We should never cease developing agriculture and agricultural leaders.

We work as individuals. The success of USDA is dependent on each little segment doing its part well - pointing out that each leader in each segment is important. Regardless of the number of individuals we are administering, each of those individuals is important. It is tragic, the number of people that stay on low level for security. Each of us should strive to get on a higher level, even though the higher we get the more insecure we become in our position. You become more of a target, but isn't it worth it to move up to your ability? It is a crime when we refuse responsibility.

In summary, we should develop ourselves and assume our responsibility. We should assume responsibility and we grow by assuming responsibility.

"The past has gone and is static
Nothing we do will change it.
The future is before us and dynamic
Everything we do will affect it."

--Kettering

The USDA is a dynamic organization by virtue of its leaders. It is advancing. Looking back does not pay -- look forward. As leaders, we should be interested in every individual. Person or things moving can be changed. Static, or "stand still", persons or things are difficult to move. A person can be dynamic regardless of position. Keep doing things -- read, listen, observe and create new ideas.

Any organization to be dynamic must keep young men "coming on" and preparing them to "take over". A mixture of ages is needed. Youth is more adventurous. Mature, individuals are more conservative. One of the earlier philosophers, Socrates, said "know yourself." Later, a Roman philosopher emphasized "control yourself." The Creator, that Great Leader, said "give yourself."

There is a great reward in seeing individuals develop. The biggest opportunity is in the younger years; however, there is no reason for the mind to get old. It can be kept plastic by reading and doing.



By Dr. Costic Roman, Head, Department of Management,
College of Business, Oklahoma State University

Dr. Roman received a Bachelor of Science in Accounting and Secretarial Science at State Teachers College Indiana, Pennsylvania. Master in Arts in Counseling and Personnel Management at Teachers College, Columbia University, 1950. Doctorate-BA in Management at Indiana University, Bloomington, Indiana, 1956. Title of Dissertation: Recruitment and Training of New Employees in New Industries-Georgia.

Taught at Blairsville High School in Pennsylvania and at the McBirney School in New York City. Served as Assistant Professor and Assistant to the Dean at the University of Georgia, Athens. Professor of Management at the College of William and Mary, Williamsburg. Presently Professor and Head of the Department of Management at Oklahoma State University, Stillwater.

PRESIDING OFFICER - Hampton Burns, SCS

SUMMARY

By Donald Pittman, ARS
F. Reed Grainger, FCIC

Management in Government and Business have very little in common except for the basic functions which apply to all. There are also many differences within businesses as well as within the USDA.

Management is the accomplishment of objectives through other people. The three basic functions of management which apply to all are (1) planning, (2) organizing, and (3) controlling, in that order. Between the above might be added motivating, staffing and directing, depending on the line of work.

Government management compares to private business management in that each must plan and get down to specifics.

I. Planning

Management whether by one or a group must get down to creative thinking, take a course of action, and decide where you are going. Decisions need to be made on alternatives. Researchers have concluded that "brain storming" by an individual or a group will assist in planning or making decisions.

II. Organizing

How many persons can report to an individual? Same rules apply to government and business. Determine span of control. The major problem is always people. Don't let people become specialized to a point where they cannot see the other person's problems.

Line and staff problems are common. Staffing and problems of recruiting are similar. To be a manager, one must have insight into the future, diagnose people, and be able to motivate.

III. Controlling

Budgets and controls are very similar in government and business. Methods-time-measurement (MTM) used instead of the old stopwatch method. This brings about the necessity of standards of performance.

Politics are in both but of a different color. "Political" politics are in government; "corporate or organization" politics are in business.

The big difference is profit in business and service in government. Business management operates using principle of planning and control (P&C) for profit. Competition creates efficiency which brings profit. In turn, profit creates more competition.

Trend in business has been decentralization and delegating authority to subordinates. This is not true in government. Business can develop people faster than government. Government can compete with business on incentives at the lower levels but not in higher grades.

Congress cannot make immediate changes such as is true of a Board of Directors of a corporation. In government, some policy makers are elected and some appointed. There is not a clear understanding of who is in command such as is the case in corporation management. In corporations, the pressure groups are large customers, labor unions, and stockholders, while voters bring pressure to bear on management in government.

Taking a look into management, we find that the management concepts have changed very slowly. Basic concepts originated in the 1400's, other than the Bible. Planning, organizing, and controlling originated in France many years ago as a new concept. Human relations was the next big concept. Now, we are going in two directions -- behavioral motivation and the quantitative (problem solving) area.

You are on the verge of a tremendous growth in the field of management.

DISCUSSION SUMMARY

Question: How do you treat prestige?

Answer: Government has less prestige than business in middle management and above. Prestige is often made tougher by common stereotype views. Some government agencies have little prestige while others are very high. Prestige may affect salaries in instances.

Question: Do you have standards to measure management?

Answer: Many types of yardsticks or controls are available. You have MTM. Measurement of a fair fay's work. Employee efforts can be measured. No really effective standards have been developed to where they are completely acceptable. To measure, you must have in mind the objective and set standards as guidelines (MTM) to be used. Control is to find out why an objective is not reached.

Question: Do you feel that there are any positive suggestions on how government management can compete with business management?

Answer: The government is not pushing promotional advancement equal to business. Government has a stigma on low salaries. College students cannot see an equal chance to meet maximum salaries in government as in business. Business is doing a better job selling its promotional program to recruits.

PLANNING AND ORGANIZING
MANAGEMENT RESOURCES



By Dr. Eugene L. Swearingen

Dr. Swearingen is the Dean of the College of Business, Oklahoma State University, Stillwater, Oklahoma. He has been an executive in the Boy Scouts of America and has attended the Naval Supply Corps School at Harvard University. Dr. Swearingen holds B.S. and M.S. Degrees from Oklahoma State University and his Ph.D. was earned at Stanford University, Stanford, California.

PRESIDING OFFICER - James G. Powers, FHA

SUMMARY

By Ralph B. McGill, SCS
F. W. Hansen, Jr., ARS

I. DEFINING OBJECTIVES:

- A. Recognize that management is an important resource.
 - 1. Economists say an item is important when it is scarce and in demand.
 - a. Management resources are scarce.
 - b. The supply of managers is in demand.
 - 2. We must increase the effectiveness with which management resources are used.
- B. There are different kinds of managers and different management requirements.
 - 1. The commercial business manager works in a profit and loss economy.
 - a. His objective is to make profits.
 - b. His performance can be measured in terms of profit or loss.
 - c. The "risk taker" has an idea to produce some goods or a service. He is willing and can combine land, labor and capital to go into business. (Example: The manufacture of Hula Hoops.)
 - 2. Managers of social organizations (government organizations or a college).
 - a. Management objectives are harder to define because they serve so many different functions.
 - b. The economy is changing so fast that management objectives must change. (Example: Changing from a rural to an urban economy requires changes in management objectives.)
 - c. Job descriptions are changing; therefore, management must change.
 - d. Flexibility and changing to meet the need now and in the future -- an important objective.

II. PLANNING

- A. Analysis
 - 1. Analyze problems in their proper perspective.

2. Consider the factors existing at the time.
3. Human relations assume there are goals to be reached.
4. The human factor must be considered.

B. Creative Thinking

1. Use the best thinking available.
 - a. From individual ideas to group brainstorming.
 - b. Different methods of creative thinking may prove preferable in a given situation.

C. Centralized Control Versus Decentralized Control

1. Trend is towards decentralization of control.
 - a. Must be willing to take risks.
 - b. Must be able to delegate authority.

2. The use of electronic equipment leads towards a return to centralization.

D. Simulation Technique

1. Develop expected situations.
2. Tests effectiveness of planning.

E. Plan of Action

1. Develop Communications.
2. Use all effective means of communication.
3. Be sure that meanings are clear and are correctly interpreted.

F. Defending the Plan Before Higher Authorities

1. Be sure it conforms to established policy.
2. Managers often lack the courage to take necessary action to handle difficult situations.

III. ORGANIZING AND DIRECTING

A. Supervision is an art instead of a science.

1. It is difficult to teach people how to supervise.
2. Supervision depends upon human relations.
3. Technical improvements are ahead of human relations improvements.
4. Supervisors must be genuinely interested in people.
5. Ideas of supervision are changing.
 - a. Leaders used to be "bosses" - now they are guides.
 - b. Leaders now use persuasion rather than commands, and worry about "getting along" with the employees.
 - c. People need to know "why".

B. Training is an integral part of directing.

1. It is relatively easy to train a person for an existing situation, but difficult to train for the future because situations change. Promote flexibility.
2. We need to try to determine what we are training a person for

C. Motivation is necessary to organizing and directing management resources.

1. People must have the desire to succeed.
2. Attempt to motivate people by:
 - a. Being interested in them.
 - b. Training and developing them.
 - c. Providing an incentive to advance.

IV. CONTROL

A. Evaluation of Individuals and Groups and Modification of Plans

1. Follow-up on assigned management and organization.

- a. Know how much to follow up.
- b. Some need more than others.
- c. Some will come to you if they need help.
- d. In dealing with people use the word you, not I. Give credit to build up others.
- e. Determine merit and evaluate good performance.

2. Modification of plans.
 - a. Modify plans as changes are necessary.
 - b. Be flexible and adjust to changing situations.
 - c. Give clear instructions and get the understanding of those you supervise.

LEADERSHIP AND WHAT IT TAKES:

A leader must have followers. Generally speaking, his followers must believe that under his leadership they can accomplish more for themselves, or reach a goal better by following him.

What the followers seek in a leader:

1. A leader who is not afraid - of his own boss - a tough job - the people who work for him, not afraid of making an honest mistake, not afraid of delegating authority.
2. Followers want a leader who believes his work is important and who believes that all those who are working with him in carrying out the objectives of their program are also important.
3. Followers want a leader who enjoys his work and helps his followers to enjoy theirs.
4. Followers want a leader who gets a kick out of seeing a man do what that man thought he would never be able to do.
5. A follower wants a leader who will fight for him and defend him before others higher in the organization, if the leader believes him to be in the right.
6. He wants a leader who will correct him and if necessary rebuke him, but he wants the leader to do it without losing his temper and in private conference.
7. He wants a leader who recognizes him as an individual.
8. He wants a leader who is predictable, that is, one he can depend upon to respond in a consistent manner to the same sort of situation.
9. He wants a leader who is honest.
10. He wants a leader he can contact personally when he really needs him.
11. He wants a leader who can show him how to do a job without showing off or showing him up.
12. He wants a leader who he believes sincerely wants him to succeed and will be proud of him when he does.
13. He wants a leader who is wrapped up in his job -- one who finds in his work not only a means of earning, but also a reason for living.
14. He wants a leader whose personal pride is not particularly sensitive but who is always on guard against hurting others needlessly.

The following questions of self-examination will help you evaluate your leadership quality:

1. Do you really like people and try to understand people as individuals?
2. Do you expect more from others than yourself?
3. How well do you understand yourself?

4. Are you as grateful for the service your employees render as you expect them to be for the opportunity of working for you?
5. Do you have an active development program?
6. Do you believe most of your employees are potentially capable of promotion?
7. Could you train a replacement for yourself in 90 days?
8. Can any employee earn distinction in your group?
9. Can you end a conversation without hurting the other party's feelings?
10. Do you lose your temper dealing with employees?
11. Do you jump to conclusions?
12. Do you listen attentively to your subordinates?
13. Do you anticipate statements, or restate the sentence?
14. Are you effective in appraising the work of others?
15. Do you crave recognition? Do you brag of your accomplishments?
16. Are you loyal to friends and organization?
17. Do you communicate in all directions?
18. Do you have good telephone manners?
19. Are you physically fit for your job?
20. Are you flexible?

DISCUSSION SUMMARY

Seven management problems were presented to committees for discussion. These problems were designed to demonstrate instances wherein management had failed in the development of supervisors, in the application of effective communications and other management principles.

BROADER UNDERSTANDING OF USDA

"Emphasis on Management Functions and How
They are Integrated"

A Panel Discussion

Moderator: Ernest C. Betts, Jr.
Director of Personnel, USDA

Mr. Betts, a native of Wisconsin, has served as Director of Personnel of the USDA since 1956. He began his government career in 1939 with the Soil Conservation Service during which time he performed a variety of personnel functions. In addition, he has held important positions with the Department of State and the Technical Cooperation Administration. Mr. Betts is a graduate of State Teachers College, Platteville, Wisconsin.



PRESIDING OFFICER - Avard B. Linford, SCS

SUMMARY

By Harry C. Freeman, AMS
Roy L. Huckabee, ES

SUMMARY OF DISCUSSION

A brief history of TAM Institutes which began in 1945 was presented. The Stillwater Institute is the fourth of the present series.

The USDA is a large, widely scattered, decentralized organization with operations in 50 states and 35 foreign countries. There are approximately 83,000 full-time employees in 13 operating agencies at about 7500 locations.

A questionnaire on the functions of various agencies of the Department was given each participant to complete.

Betts introduced the panel members.



Mr. Joseph P. Loftus has served as the Director of the Office of Administrative Management since 1958. He is a graduate of St. Mary's College, Kansas, and entered Federal service in 1936. He has been employed by the General Accounting Office, Social Security Board, and the Office of Budget and Finance in the Department of Agriculture. Mr. Loftus received a Superior Service Award from the USDA in 1956.

SUMMARY OF DISCUSSION

American agriculture is our largest single industry, the one employing the most workers, with the largest capital investment and the greatest gross value for its investment.

Technological advances in agriculture have doubled the output per man-hour during the past 15 years. The American farmer today feeds about 25 people, in addition to himself, whereas 100 years ago he fed himself and 3 others.

The Department of Agriculture has a management problem in meeting the continuing challenge of how best to administer our varied programs in the national interest. The Department has a Management Improvement Committee that meets monthly. It was this committee which decided that institutes and workshops for Training in Administrative Management should be conducted.

The major functions of USDA are:

1. Research - Conducted by Agricultural Research Service, Forest Service, Farmer Cooperative Service, Agricultural Marketing Service, and Foreign Agricultural Service. The coordination of all research activities is a responsibility delegated by the Secretary to the Administrator of the Agricultural Research Service.
2. Education - Primary responsibility in this area is assigned to the Federal Extension Service.
3. Action - The Department is charged with the performance of varied services including regulatory programs.

Slides were used to describe the functions and responsibility of the several agencies in the Department.

"In summary, USDA organization is a framework for constructive effort in our sector of the public service. We should feel a measure of pride in our accomplishments achieved through broad-scale cooperation."



Mr. Oris V. Wells is Administrator of the Agricultural Marketing Service, USDA. He was Chief of the Bureau of Agricultural Economics from 1946 until the organization of the Agricultural Marketing Service in 1953. Mr. Wells is a past President of the American Farm Economic Association. He is currently serving as a Director of the Commodity Credit Corporation and as a member of the Program Committee, Food and Agriculture Organization of the United Nations. He has served in the Department since 1929.

SUMMARY OF DISCUSSION

The speaker divided his presentation into three general areas: Coordination of Research, Statistics, and Agricultural Outlook; Why Agricultural Marketing Service; and Problems of AMS Administrator.

I. Coordination

A. Research

1. ARS and AMS work closely with Land Grant Colleges and State Experiment Stations.
2. Projects are organized to prevent duplication of effort.
3. Research on individual projects must be completed and not be endless.
4. The Central Project Office in the Department coordinates all research projects. Proposed line projects are submitted to the Central Project Office which circulates them to other agencies that might have an interest in the projects and endeavors to see that any questions are appropriately resolved. In case agreement cannot be otherwise reached, the final decision on any research question rests with the Administrator, ARS, who is assigned the coordinating function for all USDA research.

B. Statistics

1. The Federal Statistics Standards Act requires that questionnaires to be used to obtain information from more than nine people (public) must be cleared with the Bureau of Budget.

2. The Office of Statistical Standards of the AMS reviews requests for statistical information and refers the requests to the Bureau of Budget for approval.

C. Outlook and Situation Reports

1. Since 1922 economic outlook and situation reports have been issued.
2. A panel of selected specialists is used to review and give final approval to each outlook or situation report. These panels, which operate under direction of a full-time chairman and secretary supplied by AMS constitute the USDA's "Outlook and Situation Board."

II. Why Agricultural Marketing Service?

A creed for the AMS might be, "See that the marketing system works fairly and efficiently."

A. Conditions for a Competitive System

1. All parties to the bargain must be about equally well informed.
2. All parties must have about equal bargaining strength.

B. The AMS assists in bringing these conditions about in several ways:

- a. Through its crop reporting service which supplies basic statistics.
- b. Through economic analysis and outlook work.
- c. Through marketing research to discover better and more efficient methods of doing the marketing job.
- d. Through market news, grading, inspection, and standardization activities.
- e. Through administration of regulatory laws to assure fair trade practices.
- f. Through "action" programs - marketing agreements and orders for fluid milk and fruits and vegetables, "Section 32" purchase and distribution programs and the plentiful foods program.

III. Administrator Problems

- A. Act as referee when major policy or procedural problems arise-- that is, determine if problem should be handled at the division level or at a higher level.
- B. See that common administrative services are provided on as economical a basis as possible.
- C. Serve as agency's main contact with the Secretary's Office, the Budget Bureau and the Congress.
- D. Work with others to set the tone and general policy of the agency operations, with especial regard to way all activities of AMS fit into an integrated, overall pattern.



Dr. McArdle, Chief of the Forest Service since 1952 received his B.S., M.S., and Ph.D. at Michigan University. He began work as a Junior Forester in 1924 and came up through the ranks. He served as Dean of the School of Forestry, University of Idaho, and Director of Forest and Range Experiment Stations in Colorado and North Carolina. Honors include USDA Distinguished Service Award, and National Civil Service League Award.

SUMMARY OF DISCUSSION

Integration and coordination become necessary when any organization gets too big to handle alone. The disadvantages of bigness can be overcome or counteracted by decentralization and delegation.

Integration and coordination are achieved by:

1. The individual agency member must want to achieve integration - coordination.
2. Each individual should know his particular job and how he fits into the rest of the organization.
3. Members of a unit should know the objectives of their unit and how they fit into the agency's objectives.
4. All agency members should know the objectives, policies, programs, and how the agency operates.

Patterns of agency organization cannot remain static, but must change as the agency grows more complex. Organization alone will not achieve integration-coordination.

Make delegations of responsibility and authority specific. Decisions should be made as near place of application as possible. You can't give authority and keep it. Inspect and check to see that individuals and units are operating as they should.

Ways of getting people to want to achieve integration - coordination are:

1. Recognize the dignity and importance of the individual.
2. Recognize the identity of the individual.
3. People must have a feeling that they have a part in running the agency.
4. They must believe in the work or operation of the agency.
5. Knowledge of square deal from boss.
6. Recognize good work and criticize poor work. Expect high performance.
7. Give real responsibility.

The boss must be sensitive to public opinion inside the agency as well as outside. People inside the agency must have confidence in their leader.

FUNDAMENTALS OF MANAGEMENT

By Henry C. Herrell, Assistant
Administrator for Management,
Agricultural Marketing Service



Mr. Herrell was born in 1910 at The Plains, Virginia. He received an LL.B. degree in 1930 from National University, now a part of George Washington University. At the age of 19, he passed the bar exam. In 1932, he received a B.C.S. degree from Ben Franklin University. In 1957, he attended the Management Work Conference at Columbia University. He has held various administrative positions in the Department of Agriculture, including Executive Secretary, Agricultural Research Policy Committee; Executive Assistant to the Administrator, Research and Marketing Act; Executive Officer, Office of Labor; and Assistant Chief, Bureau of Entomology and Plant Quarantine.

PRESIDING OFFICER - Paul H. Becton, ARS

SUMMARY

By E. M. Christopherson, ARS
R. W. Pearl, FS

Various conference techniques were employed in discussing and considering the subject matter outlined below to achieve maximum participation by the group. The order of the items listed was changed as the meeting progressed, depending somewhat upon the response of the group. The items discussed during the meeting are a composite of the ideas of many people. Written materials, group discussions, lectures, "laboratory experiences", observations of effective and ineffective administrators, and practical experience form the base out of which the "fundamentals" have been developed.

I. PLANNING

Adequate, timely consideration of who shall do what; and when, how, and why.

Used "brainstorming" method of having participants enumerate the many factors necessary to give a "bifocal" look at planning. This resulted in calling special attention to the absolute need for complete analysis. Among the items needing to be especially considered are:

The size and scope of project
Time limitations
Special skills needed
The planned use of personal time
Work of others (agencies, etc.)
The who, when, what, and how
Long range - Short range

Facilities needed
Funding arrangements
Geographical factors
Weather conditions
Public relations
The "selling" job

II. ORGANIZING

Grouping similar functions in single-command, coordinated units having authority compatible with responsibility, so as to utilize men, money, and materials fully in achieving the organizational aims.

By the use of visual aids, the following theories and practicabilities affecting organizational work were discussed:

Unity of command

Span of control (with "rapid multiplication tables")

Web of influence

Centralization vs. decentralization

Authority compatible with responsibility

Maintaining organizational flexibility

Object - Maximum utilization of men, money, and materials

Line vs. staff

III. DEPUTIZING

Selecting, training, and placing individuals in positions, and authorizing them to do assigned jobs according to organizational plan.

Importance of proper selection, placement, training people

Biblical basis for delegations of authority

Position vs. people in an organization

Limitations on authority in government activities

IV. SUPERVISING

Maintaining controls and inspection to reflect currently the adequacy of plans, effectiveness and efficiency of organization, extent of progress, and problems.

Upside-down organization as a theory on supervision

Close supervision vs. loose supervision

people-centered supervisors vs. production-centered supervisors

Hire the Whole Man

The Whole Man Goes to Work

By Ralph T. Collins, M.D.

When an employee comes to work, he doesn't check his worries at the time clock. He brings them with him on the job. If these worries become too pressing, his hands and his abilities are seriously affected.

Today's successful managers realize that they can't hire a man's hands without also hiring his worries. Each employee brings to his job years and years of some kind of personality development, molded in the home, school, church, society, and business or industry. A man's patterns of thinking, of feeling, of working, of relating himself to his fellow beings have been developed slowly and must be altered slowly. Good supervisors think of these human considerations in dealing with their people. They regard their employees objectively;

develop large ears and one small mouth; allow the worker to blow off steam -- to get rid of his gripes and hostilities.

Millions of dollars are spent annually on industrial machines. How much is spent in sympathetic effort to understand the human machine's hopes and fears -- to work for and with the whole man? The machine is okay; how about the man?

XXXXXXXXXXXXXXXXXX

Factors affecting motivation of employees

Necessity for adequate recognition and timely discipline

Effect of working conditions

Importance of supervisor's example

V. HUMANIZING

Considering the human desires, strengths, and weaknesses of each individual in the organization, and assisting him in moving toward "success" as he measures it.

Discussed "Secret Committees"

Hidden agendas

Patterns of leadership

Motivation incentives vs. motivation "blocks"

Discussed Benne's balanced organization man

Some of the essential qualities of managers

VI. COMMUNICATING

Communicate - communicate - communicate - vertically, horizontally, diagonally, and then begin over again.

Visual demonstration used with two members of the group participating

Formal vs. informal lines of communication

Causes, effects, and practical considerations

Effect of leadership pattern on two-way communications

Barriers in communications

GENERAL

Small groups were asked to work on individual assignments within the general topic. The thinking of the groups on these assignments was reported to the whole group.

Group 1 -

List the criteria you feel are important in delegating authority.

1. Be certain the matter can be and should be delegated.
2. Know the capabilities of the person to receive authority.
3. Be sure of clear, specific communications.
4. Arrange for and maintain adequate follow-up of delegated authority.

Group 2 -

List ten causes of employee discontent in an organization.

1. Lack of proper instruction and training.
2. Low pay.
3. Insecurity.
4. Lack of proper supervision.
5. Inadequate working facilities.
6. Lack of opportunity for advancement.
7. Lack of recognition.
8. Lack of opportunity to express himself.
9. No program of equal pay for equal work.
10. Job not adequately described.

Group 3 -

List 6 or 8 areas within the frame work of our topic in which you feel you have authority to improve the management on your job.

1. Communications.
2. Better use of our own time.
3. Proper adherence to a delegation of authority.
4. Training.
5. Better human relations.
6. Better controls.
7. Creative thinking.
8. Flexibility in program needs.

Group 4 -

List 6 to 8 questions you, as a supervisor, should ask yourself in evaluating your own performance.

1. Do I know my job?
2. Do I delegate authority?
3. Are the objectives being reached?
4. Am I properly communicating with my employees?
5. How is employee morale?
6. Do I have self-control?
7. Am I interested in my work?
8. Do I have my work organized?

Group 5 -

List the 8 most important qualities of a manager you would like to work for.

1. Personal integrity - firmness in matters of principle.
2. Knows his job - Good attitude - Receptive to ideas.
3. Willingness to delegate judiciously.
4. A man who can and does make decisions.
5. Give credit and praise and constructive criticism
6. Can handle himself - has initiative, resourcefulness and enthusiasm.
7. Sets good examples and is well respected.
8. Flexible - can adapt himself.

In summary, it was pointed out that although we can learn management techniques and methods through reading, listening to lectures, participating in meetings such as this, etc., each "manager" must apply his own judgment in each decision he makes. Treating others as we would like to be treated is a "must"; and "practice, practice, practice" is the only sure route to learning "The Fundamentals of Management."

This session ended with a film, "Eyes of the Beholder."

EMPHASIS ON USDA PROGRAMS IN RELATION TO STAFF FUNCTIONS

Continuation of a Broader Understanding of USDA

Panel Moderator - Ernest C. Betts, Jr., Director of Personnel

Panel Members - Joseph P. Loftus, Office of Administrative Management
Ovis V. Wells, Administrator, Agricultural Marketing Service
Richard E. McArdle, Chief, Forest Service, USDA, Washington, D.C.

PRESIDING OFFICER - John L. Wilbur, ARS

SUMMARY

By Chas. V. Brant, AMS
H. P. Gaylor, FS

The session began with the showing of a picture, "The Story of Agriculture." This film showed why American agriculture is the most efficient and productive in world history. It dramatized the forces of nature, the gifts of science and the great works of farmers with modern machinery operating in a free economy.

Panel Moderator Ernest C. Betts, Jr. opened the morning's discussion with an explanation of the Office of Personnel Management of the USDA. He pointed out that staff people carry on operational functions in their specific area but in the name of the line administrative officer.

Mr. Betts outlined briefly the particular functions of the Office of Personnel for the Department of Agriculture. These are handled on a departmental basis rather than by each Service agency. These include liaison with the General Accounting Office, the Civil Service Commission, and other governmental agencies outside the Department of Agriculture. These actions are reported to the Administrative Staff Secretary who is the Administration's voice of the Department.

This personnel office functions for the Department and does not handle the other necessary items of personnel management which are done by the personnel branch of each agency.

Joseph P. Loftus pointed out that often the line officers are considered as the doers and the staff officers as the thinkers. This concept is to be avoided and is not true.

Staff has responsibilities for action and doing just as line officers have the responsibility for thinking.

He visualizes staff functions in three categories, namely:

1. Render a service to program people.
2. Provide advice and counsel on a staff basis.

3. Supervise performance and compliance, acting for the line of command in the staff officer's particular area. The latter varies depending on circumstances and personalities.

His discussion also included a description of the Management Analyst who conducts management research to determine origin of errors and how to correct them. This is a specialized study. He conceded that the staff man stands "in the shadow of the boss." However, he pointed out that he likewise can and does make constructive suggestions and plans. These can be and should be very rewarding both to the staff individual and to the organization.

Ovis W. Wells, Administrator for AMS, gave a very enlightening description of the extent and broad scope of that agency. The budget this year is 72 million dollars to operate 12 major operating divisions which administer 50 different programs. In the Washington office four major staff services are provided. These are (1) Budget and Finance, (2) Personnel, (3) Administrative Services, including all arrangements for space, and (4) Procurement. Other facilitating services are the Audit and Appraisal Service, Office of Information, and Branch of Statistical Standards. It is also necessary to maintain a staff in the Office of the General Counsel because of the importance of legal advice to the operations of the AMS. There is also a unit which gathers information about Congressional action for the agency.

Dr. McArdle, Chief of the Forest Service, prefaced his remarks with the story about Ulysses' motel at the foot of the cliff. This contained only one room and one bed. If the occupant was too short they stretched him out to fit. If he was too long he was cut off to appropriate length. His point was that too often this was the procedure used in organization rather than make the bed fit the customer. McArdle drew several analogies as to how each division has responsibilities and interests in the activities assigned to other divisions. It is necessary for each to consult with the others when his assigned functions are involved in decisions. He stressed the significant point that staff functions are just as important as line functions. This is why, to an outsider, it often appears that the authority is shifting back and forth because there is no distinction between line and staff except in the final analysis and statement by line officers. In this process the Chief maintains control by reserving to himself the final decision on designated subjects. This is done, however, with reliance on advice from and recommendations of the staff. He also pointed out that some staff functions are best centralized the same as outlined for AMS by Mr. Wells. He stressed that staff functions are to help the line positions and to give service. Often, the staff is acting for the line.

DISCUSSION

Question: Should program results be put ahead of the human relations element? The question was brought about by the situation where a government employee who has been in the same location for about 30 years was gradually diminishing in effectiveness so far as program objectives are concerned. Yet he has a very respected place in the community and has given faithful service over a long period. The Administrator's problem is how far shall he go in practicing human understanding in relation to decreasing efficiency of the individual who is not measuring up to the job expected of counterparts.

Answer: The panel pointed out that the objective is the first consideration and to the extent possible the decision should be made in the light of human understanding. Service, and "getting the job done" is the reason employees are hired. It was stressed that this is a judgment that Administrators must take. Often a transfer to another line of work or another location will help on these situations. By good analysis oftentimes an individual's particular qualities are needed elsewhere.

It was also stressed that when an employee stays too long in one location there is a definite tendency toward provincialism. Management is alone responsible for the placement of individuals.

Question: "Where do you transfer problem individuals who are in the lowest level of management?"

Answer: Mr. Wells explained that there often are possibilities in transferring horizontally. Dr. McArdle observed that if the individual had an efficiency rating of satisfactory for several years that he would be kept.

Question: What is being done to make transfers more attractive?

Answer: Mr. Betts mentioned that proposals were now in Congress to allow for temporary per diem at the new station for both the transferee and his dependents. Also, raising the reimbursement rates for transfer of household goods and increasing the maximum rate for per diem. He stated that it was the objective of the department to use the merit promotion plan to achieve more development of the individual and to create better career ladders. The central ingredient of this is multiple appraisal of the worth of the individual and training to make up deficiencies. He then asked Dr. McArdle to explain the BEV program of the FS. This is done once a year for each career employee and is called the Bird's-Eye-View. He felt that enough wasn't being done on it, that it could be improved and implemented. In essence it is a friendly but critical analysis of each individual to determine in what respect he is good or above average and to point out the characteristics or abilities that need improvement. One failure of this system, he felt, was that not a long enough look was taken into the future.

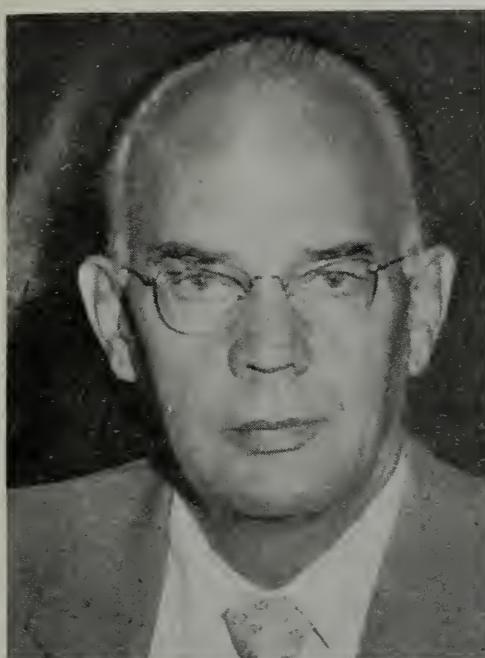
Question: The point was raised as to whether or not the performance rating plan was satisfactory.

Answer: This generated a rather lengthy discussion. In essence it was felt that this system is not satisfactory. Much has and is being done to eliminate it and allow each agency to establish its own system. The merit performance plan now in force should go a long distance in selecting logical individuals for promotion.

Question: With the decline of farm population, how will this affect the department?

Answer: It was the opinion of the panel that by the year 2000 the population will double, therefore increasing the need for more food and natural resources. The purpose of the Department of Agriculture is not solely to aid in the production of food and fiber but just as much with the processing and marketing. Responsibilities will probably increase as our Nation's economy becomes more complex.

HEALTH MATTERS CONCERNING MANAGEMENT



By Melvin T. Johnson, M.D.

Dr. Melvin T. Johnson was born in Iowa. He received his B.S. and M.D. Degrees from the University of Iowa. He has an M.P.H. Degree from Michigan State University. He has been an industrial physician and has carried on a private practice. From 1945 to 1946 he served as Medical Director in the Iowa Department of Health. From 1946 to 1948 he was Regional Medical Officer for the Eighth Civil Service Region in St. Paul, Minnesota. He was appointed to his present position as Chief, Health Division, Office of Personnel, USDA, Washington, D.C. on May 1, 1948.

PRESIDING OFFICER - Norman A. Berg, SCS

SUMMARY

By Warren H. Livens, FS
David O. Manley, ARS

Until recently management did not concern itself with employee health. It is now realized that matters affecting the health of employees are important to management. Private industry is far ahead of the Federal Government in providing medical services for employees.

In 1946 Congress passed the Randolph Downey Health Act which provided for the establishment of health services for Federal employees. These services may be provided by contracts with private sources, Public Health Service, or the agency may operate its own program. The Department of Agriculture operates its own program.

The objectives of this program are:

1. To aid the employee to maintain optimum health.
2. To serve the government through insuring employees' health.

The services are limited to:

1. Treatment of on-the-job illness and dental conditions requiring emergency treatment.
2. Pre-employment and other examinations.
3. Referral of employees to private physicians and dentists.
4. Preventive programs relating to health.

Dr. Johnson stated that very little progress is being made by the Federal Government in Executive Health Maintenance Programs. He observed that 75 percent of the corporations having more than 5,000 employees have such programs. They

recognize that trained executives are a valuable asset and good health must be maintained. All the plans are characterized by making health services available to executives at company expense. Medical reports in connection with this program are confidential.

Dr. Johnson discussed the more common illnesses affecting the performance of employees, which include the following:

1. Emotional and mental illness.

This is a more widespread and common illness than is commonly known. While some cases are easy to recognize because of violence, others are difficult to detect. Abrupt behavior changes may signal an emotional illness. Sometimes psychiatric treatment can remedy the condition, while in others separation or disability retirement is necessary. In borderline cases psychiatric examination at government expense can be ordered. Dr. Johnson's office is prepared to evaluate evidence and recommend action.

2. Heart diseases: The most common of these are emboli occlusion, and insufficiency of the coronary arteries. These conditions may be brought on by heredity, obesity, stress, use of tobacco, high blood pressure, and other diseases such as diabetes and hyperthyroidism. A great deal can be done to prevent coronary diseases; such as, controlling weight; moderation in all things, including the use of tobacco and alcohol; moderate exercise; and periodic health examinations. Symptoms are often lacking prior to an attack. Sometimes severe pain is noticed shortly before an attack. Coronary attacks are further characterized by unconsciousness, feeble pulse, cold sweat, and shortness of breath. Treatment consists of the use of pain-relieving drugs, shock control, rest, and the administration of oxygen and other drugs.

Management can minimize heart disease by planning so as to reduce tension, deadlines, excessive hours of work, etc.

DISCUSSION

The highlight of this discussion concerned pending legislation relative to Government participation in Hospitalization and Surgical Insurance Plan. It seems probable that such legislation will become law.

MANAGEMENT CONTROLS & APPRAISALS



By Charles L. Grant

Mr. Grant is Director, Office of Budget and Finance, U.S. Department of Agriculture. Born in Chester, South Carolina, he studied at George Washington University before coming to the Department in 1935. Virtually all of his experience has been in the field of budget and finance. He was appointed Director of the Office of Budget and Finance by Secretary of Agriculture, Ezra Taft Benson, in June, 1957.

PRESIDING OFFICER - John T. Hills, FS

SUMMARY

By Clyde P. Lieblong, ASC
S. H. Palmer, FS

Management controls are the techniques used by management to assure that all operations are carried out in accordance with established policies and plans. Controls are exercised over programs, money, people, information, etc., by people ranging from the President to a messenger. Management controls are needed by government and private industry alike.

General Objectives of Management Controls.

1. Effectuate program goals.
2. Assure compliance with laws and regulations
3. Assure adherence to management policies and plans
4. Promote operational efficiency
5. Safeguard the assets
6. Assure accurate and timely financial and operating data

General Characteristics of Control

1. Not strictly mechanical
2. Must be measured or evaluated for each particular circumstance
3. Must be needed and patterned to fit need
4. Are required in Federal Agencies by Statute
5. Must be understood and accepted by employees
6. Need frequent review and appraisal

Controls over Manpower

- Organization
 - a. Pinpoints individual responsibility and accountability
 - b. Assures balanced performance of various elements of the job
 - c. Provides basis for dividing work
 - d. Facilitates delegations of authority, coordination, communication, training, decisions
 - e. Fosters group effort and pride of achievement
- 2. Personnel Selection, Training and Placement
 - a. Assures optimum performance
 - b. Assures most effective utilization of personnel resources
 - c. Increases effectiveness and efficiency of other management controls
- 3. Systems, Methods, Procedures
 - a. Assures uniform treatment of repetitive processes
 - b. Ideally will establish best method of operation
 - c. Aid in fixing responsibility
 - d. Aid in training employees
 - e. Well defined, written regulations and procedures are necessary
- 4. Standards
 - a. Provide criteria for work
 - b. Set goals for work accomplishment
 - c. Facilitate coordination
 - d. Spotlight deviations

Controls Over Money and Materials

- 1. Budgeting
 - a. Crystalizes operating plans in financial terms
 - b. Links operations with financial resources
 - c. Compels long range planning
 - d. Promotes economy
 - e. Facilitates reporting and comparing results with plans
 - f. Is a statement of what is to be done and when, an estimate of cost, a primary instrument for coordination of programs, and a basic charter for planning future actions
- 2. Accounting
 - a. Provide current record
 - b. Provide necessary checks and balances
 - c. Fixes accountabilities and responsibilities

Controls over Reports and Reviews

- 1. Reports
 - a. Provides data for measuring performance
 - b. Reflects accountabilities
 - c. Provides basis for future planning
- 2. Review and Appraisal
 - a. Types of review: 1. Line Inspection - Supervisors
2. Integrated Inspection - Executives
3. Independent - Internal Audit
 - b. All types of review Provide: 1. Evaluation of plans and policies
2. Appraisal of adequacy and effectiveness of controls
3. Link between Management & Operations
4. Observation of Performance
5. Deterrent to deviation
6. Objective & Unbiased reports

Management Controls Often Fail Because:

1. Lack of effective communication & understanding
2. Infrequent reviews and appraisals
3. Inertia on the part of those charged with specific responsibilities
4. Breakdown due to economy measures
5. Inexperience and lack of imagination on the part of those charged with supervision of the control

Pitfalls to Avoid in Management Control

1. Controls should not be excessive or too cautionary
2. Do not use a "Crutch" control
3. Do not use a "Pseudo" control

Conclusion - Controls have lasting value only in the positive sense of directing effort toward worthwhile objectives. Effort is directed by defining and measuring objectives and by measuring and appraising performance in their achievement. The effectiveness of controls lies in the acceptability of the objectives and the constructive use of measurements for self direction.

Control always involves compliance with a pattern of objectives, measurements, and methods. While government and business controls often appear to be set up and administered with dictated procedure and close discipline, their success is in direct proportion to the extent to which they are seen to conform with a common beneficial pattern.

THE ART OF COMMUNICATING



By B. F. Givens, Assistant Vice-President
for Personnel, Southwestern
Bell Telephone Company, St.
Louis, Missouri

Mr. Givens was born in 1912 at La Grande, Oregon, and obtained an A.B. degree in economics from Kansas University. He has held many positions of management with Bell Telephone in Texas and Kansas, and has served in numerous civic organizations. He was presented the "Outstanding Citizen's Award" in San Antonio in 1957.

PRESIDING OFFICER - Claude H. Atha, ASC

SUMMARY

By D. O. Keairns, SCS
E. H. McIlvain, ARS

The importance of clear communications was well-illustrated by several humorous stories and a "skit" involving six participants of the TAM Institute. The "skit" consisted of the voice transmission of a picture from Man A, who observed the picture for only two minutes to Man B who did not see it. Man B then told Man C, who in turn told Man D. As expected, the picture was badly "garbled" by the time it was told to Man F. The skit illustrated (1) the value of 2-way communications, and (2) the weakness of voice communication in the chain of command.

The point was emphasized that facial expressions, gestures, voice modulation, and even silence, all help us communicate orally, but these "aids" do not help in written communications.

In addition to communicating the 5 W's and 1 H (what, why, where, when, who, and how), executives must transmit good attitudes, understanding, cheerfulness, high morals, loyalty, etc. In these areas of communication there are 5 major barriers: Permissive climate, words that have different meanings to different persons, different frames of reference of the speakers, and the "closed mind".

The speaker tactfully boosted the public relations of Bell Telephone by telling of their efforts in improving (1) general phone service, (2) its employee relations and motivation techniques, (3) the skill of executives in discussing normally embarrassing and difficult subjects with subordinates, and (4) ways of making all their employees communication conscious in both speaking and writing. The two attached summaries, "Talking with People" and "How to Write More Clearly" adequately summarize these excellent remarks.

Bell Telephone is now giving selected top employees a course called "Better Business Writing" based on recent "readability research". Most of their students have been able to shorten their writing by 33 to 50 percent while attaining improved clarity, by use of these "principals":

1. Use speaking techniques when writing.
2. Use action verbs for "direct" writing--not passive verbs.
3. Write about people and concrete, specific "for instances".
4. Keep sentences short - average about 20 words - but vary length.
5. Prefer the simple to the complex.
6. Choose words wisely and skillfully!
7. Break the "jargon" habit of using big, impressive words.
8. Verbs are "motors" and can be smothered by ending them in "-ion", "-ing", "-ment", etc.
9. Use few adjectives.
10. Try to write "pictures".
11. Stay away from abstract terms.
12. Have something to say -- tell only as much as is really needed -- and think, think, think!

The discussion period brought out these three main points: (1) Question by Howard C. Lee was that some listeners err by thinking about what they are going to say next. Answer was that use of the "pause" technique will help overcome this fault. (2) Question by Laird Wolfe was "What kind of motivation was used to secure 67,000 suggestions from Bell employees?" Answer was motivation by instilling individual pride - brainstorming - constant effort - but not use of money or other types of reward. (3) Ralph McGill asked "Can you give us some points on telephone manners?" Answer was:

1. Keep phones manned.
2. Use courtesy and common sense!
3. Identify the listener when answering.
4. Refer calls intelligently.
5. Don't cause long waits during conversations.
6. Don't ask "Who is calling please?"
7. Offer to call back, rather than say "Please call again."

TALKING WITH PEOPLE

STEPS	SKILLS
1. PUT AT EASE	PLEASING MANNER LISTENING RESPONSES
2. ENCOURAGE TALK	LEAD-OFF QUESTION (OPEN) LISTENING RESPONSES
3. FOLLOW-UP KEY THOUGHTS	OPEN QUESTIONS LISTENING RESPONSES

DEFINITIONS

Open Question:

One that cannot easily be answered "yes" or "no". These questions usually start with the words: what, when, how, who, where or which.

Closed Question:

One which can readily be answered by "yes" or "no". These questions begin with such words as: is, do, has, can, will, or shall.

Listening Responses:

A brief comment or action which conveys the idea that you are interested and wish the other fellow to talk.

They include:

<u>Nod</u>	Nodding the head slightly and waiting.
<u>Pause</u>	Looking at the speaker expectantly without doing or saying anything.
<u>Casual remark</u>	"I see," "Uh-huh," "Is that so?" "That's interesting," etc.
<u>Echo</u>	Repeating back the last few words the speaker said.
<u>Mirror</u>	Reflecting back to the speaker your understanding of what he has just said. ("You feel that-----")

Key Thought:

An idea, opinion or experience expressed by the person talking which appears to the listener to have an important bearing on the matter under discussion. Some key thoughts are hidden in casual comments or very brief references.

HOW TO WRITE MORE CLEARLY

1. Have something to say. Each letter should deal with a single general topic. Unless two or more topics are very closely related, separate letters should be written.
2. Think about and organize what you have to write. Put ideas in order so the whole letter or paper flows smoothly.
3. As a rule, use short sentences. (17 to 21 words average.) However, sentences should vary in length to relieve monotony. It's the average that counts.

4. Limit each sentence to one main thought.
5. Similarly limit each paragraph to one main idea. Keep the paragraph short.
6. Use active verbs - where the subject is acting. Avoid passive verbs with which the subject receives the action. For example do not say:

"Your order was shipped by us Monday."

Say:
"We shipped your order Monday."
7. Use strong verbs that describe action. Avoid such verb endings as:

- ion, - tion, - ment, - ing.

For example:
"I intend to improve my writing."
not
"I have an intention to make improvement
in my writing."
8. Use simple, well understood words. If only a longer word will express your meaning, use it. But where there is a choice use the simpler.
9. Be human in your writing.
10. Get down to business fast.
11. Stop when you're finished.

APPRAISING INSTITUTE ACCOMPLISHMENTS



By Edward H. Steinberg, Administrative Officer, Farmers Home Administration, U. S. Department of Agriculture

Mr. Steinberg was born in Washington, D. C. He received a B.S. degree from the University of Maryland in 1943. Attended Summer Institute for executive development at the University of Chicago in 1959. He was a member of numerous honorary fraternities in college. He is affiliated with many professional associations of executives.

PRESIDING OFFICER - Claude H. Atha, ASC

SUMMARY

By Ernest H. McIlvain, Jr., ARS
D. O. Kearns, SCS

Mr. Steinberg briefly reviewed what we have covered at the institute:

Group Techniques and Group Methods Help Us Achieve Our Objectives -
Dr. Oliver S. Willham

Management Concepts - Management in Government as Compared to Management in Business.
Basic functions same. Techniques differ - Dr. Costic Roman

Planning and Organizing Management Resources. Leaders Must be flexible -
Dr. Eugene L. Swearinge

Know USDA Major Functions and How They Are Integrated - USDA Panel

Fundamentals of Management - Henry C. Herrell

USDA Panel discussed Staff Functions in USDA

Health Aspects of Management - Dr. M. T. Johnston, M. D.

Management Controls and Appraisals Many questions were raised and discussed.
Charles L. Grant

Communications - Talking and Writing. - B. F. Givens

Why are we here? To make each of us a better and more effective administrator.

Reference was made to a book review, "Behavior and Administration," by Albert H. Rosenthal that appeared in summer 1959 issue of "Public Administration Review," as follows:

Characteristics of the Successful Executive:

1. His organization produces profits.
2. He operates efficiently.
3. He maintains "good" relations with others in the organization.
4. He makes realistic plans for the future.
5. He develops high morale.
6. He develops the competence of his subordinates.
7. He fosters good public relations.

Ten aspects of measuring against a set of standards:

1. Effective use of routines.
2. Flexibility.
3. Foresight.
4. Effective use of data in solving problems.
5. Originality.
6. Consideration for human relations.
7. Judgment of ability or motives of others.
8. Orderliness of work habits.
9. Skill in waiting.
10. Cooperativeness.

Work Group Session

Group I

Question: How effective has the first week of TAM been from improvement of skills, attitudes and knowledge standpoint?

1. The speakers were well trained and presented the material in excellent manner.
2. When we get back home we will be more likely to listen to others and will have better knowledge of how to delegate authority.

3. It has stimulated our desires to become better managers.
4. Has given us an opportunity to meet and work with people operating at a high level in USDA.
5. Has given us an opportunity to live together as a group and exchange ideas.
6. Recommend more discussions in small groups.

Group II

Question: How effective has the first week of TAM been in increasing our Department understanding?

1. Understanding of USDA organization, functions, and operations tremendously increased through:
 - a. Contact with top management in USDA.
 - b. Open-minded discussions.
 - c. Opportunity to raise questions with free and objective discussion.
2. Recommendations:
 - a. Have all participants introduce themselves, not just a few of them.
 - b. A member of each agency represented in TAM discuss the activities of the agency he represents.

Group III

Question: How effective has the first week of TAM been from the standpoint of developing plans and procedures for a 1-week workshop?

1. Have good assortment of ideas from which to develop program plans.
2. Know desirable size of workshop group.
3. Obtained methods of getting maximum participation.
4. Good demonstrations of workshop techniques.
5. Demonstrated need for thorough planning.
6. Demonstrated need for adequate physical facilities.
7. Demonstrated need for adequate committee organization and need for instruction early in conference.
8. The teaching by example has been very effective. There was some confusion early in the session. This was cleared up by the panel this morning.

SATURDAY TOUR

Summarizers T. A. Moir, ARS
 Lewis Wolfe, ASC

Under the guidance of Mr. Lewis Wolfe, approximately 20 members visited the Radio Isotopes and Radiation Laboratories and the Electronics Laboratory.

At the Radiation Laboratories, Mr. DeSteigner, Biological Consultant, gave us a very informative and interesting outline of their activities prior to the tour of the various branches.

This department is set up to handle the radiation and isotope problems for all other departments of the University. The tracer method is used in most experiments in both plant and animal fields. The genetic effects of radiation in plants is also being studied.

At the Electronics Computing Center, Dr. Schreve, Head of the Mathematics Section, gave an outline of the use of the high-speed computer. The Mathematics Section and Statistical Section collaborate in setting up problems that can be solved by use of the computer. Examples given included (1) establishing the cheapest ration, containing the proper amino acids, in a poultry ration; and (2) profit control on a ranch devoted to raising and/or fattening beef cattle.

Other IBM machines were also demonstrated, showing their use in compiling statistics.

THE THREE MOST IMPORTANT QUALITIES OR CHARACTERISTICS
OF AN OUTSTANDING LEADER

Discussion Period

Led by: Albert T. Greatorex

The participants of the T.A.M. Institute were previously given an assignment to write a narrative of 300 words or less on the above subject. The group felt that the most important characteristics or qualities of an outstanding leader are as follows:

1. Ability to understand, to work with and through people
2. Adequate knowledge and experience
3. Integrity
4. Ability to organize and plan
5. Initiative and Enthusiasm
6. Intelligence
7. Motivation
8. Ability to delegate responsibility
9. Communicative skill
10. Fairness
11. Courage of his own convictions

Four of the most outstanding narratives are as follows:

THE THREE MOST IMPORTANT CHARACTERISTICS OF A GREAT LEADER

1. Integrity.

A great leader must have high moral and ethical standards. He must be free from bias and intolerances. He must be willing and able to consistently make impartial and impersonal decisions or he will lose his value as a leader. The integrity of a leader reflects itself throughout the organization or society in which he is a leader.

2. Background Knowledge and Experience.

A great leader must have a complete working knowledge of the organization he leads. He must understand its justification or purpose for existence. He may have many qualities of a leader but unless he is properly informed concerning the particular field involved, he cannot apply his abilities to the fullest. The poorly informed leader cannot make intelligent decisions. His accumulation of knowledge must be continuous if the leader is to keep abreast of new developments in his field.

3. Proper Motivation.

A great leader must have a sincere desire to help his fellow-man. The greatest teacher and leader who ever lived said, "Whosoever will be great among you, let him be your servant." No other motive, whether it be power, prestige,

money or fame, can inspire a person to reach the lofty heights of a great leader as can his unselfish desire to make life more worthwhile for other people. A study of history proves that this type of motivation brings out the best there is in a person.

Paul Becton

THREE MOST IMPORTANT QUALITIES OF AN OUTSTANDING LEADER

In my opinion, the three most important qualities of an outstanding leader can be summed up as follows:

1. Interest in his job.
2. Interest in his subordinates.
3. Interest in himself.

Implied in the first characteristic is that an individual interested in his work will have acquired a good background of technical knowledge and skills in his field. He will be fully aware of the needs for pre-arranging work schedules, for developing a balanced program, and for maintaining flexibility to the extent possible - to plan ahead - in order to accomplish his ends efficiently. Pride in his work and loyalty to his organization would be natural consequences.

Through an interest in his subordinates, a leader develops an understanding of human relationships and the ability to recognize employees' strengths and weaknesses. If he is truly interested in them, he can approach their problems tactfully and helpfully, providing a stimulus to desires for self-betterment. He will wish to enable them to develop their potentialities through delegation of responsibilities and creation of opportunities to grow on the job.

The third quality, "interest in himself", is a prime requisite, because a leader must have some strong personal goals and unsatisfied desires in order to conduct a work program with vigor and imagination. He will critically examine himself for deficiencies and will look for ways to correct them and improve his leadership abilities, with realization of the importance of dependability, integrity, and emotional stability. Knowing his strength will enable him to set attainable objectives and to overcome set-backs without loss of confidence or morale.

In summary, a leader's interest in his job, his subordinates, and himself are key qualities for performance of his leadership role with knowledge, understanding, and purpose.

Glenn H. Deitchman

THE THREE MOST OUTSTANDING QUALITIES OF A SUCCESSFUL LEADER

In my opinion the most essential traits that must be possessed by an individual for him to become an outstanding leader are:

1. Imagination
2. Organizational Ability
3. Interest in People

It is granted that there are a number of additional factors which contribute to becoming a good leader but many of these are acquired through special study and experience.

A leader must have imagination in order to plan long range objectives of his organization. He needs imaginative ability to think creatively in developing new methods, procedures, and policies which contribute both qualitatively and quantitatively to production.

Organizational ability is an important factor for the reason that the success of any group rests largely upon the manner by which it is organized. The accurate determination of manpower needs for the various phases of the project at hand; thorough training of employees; proper delegation of authority, and the proper adjustment of work loads are all products of organizational ability necessary for efficient output.

A leader that possesses a personal interest in people enjoys working with people. He becomes acquainted with each employee's likes and dislikes, his outside interests, and his limitations. He will assign employees to duties for which they are best suited. He will listen with interest to individual employees' suggestions and personal grievances and will act on them as the situation demands. A leader that possesses this trait will most likely be respected by his subordinates and his subordinates will react favorably to his guidance. He will motivate his people to act with initiative, self-discipline and competence as members of a team.

David O. Manley

THE THREE MOST IMPORTANT QUALITIES OR CHARACTERISTICS OF AN OUTSTANDING LEADER

I. Know his job:

1. Know the overall objectives of his organization and his job.
2. Have the ability to make long-range plans and direct others toward the accomplishment of established goals.
3. Think and schedule ahead.
 - a. Foresee trends which require day-to-day and year-to-year changes in programming and scheduling.
 - b. Use courage and sound judgment in dealing with unusual situations.

II. Inspire others to:

1. Encourage enthusiasm
2. Practice honesty and integrity
3. Understand their job
 - a. Their responsibilities
 - b. To act with initiative
 - c. To have confidence
 - (1) In him as a leader
 - (2) In the organization
 - (3) In themselves

III. Get Results:

1. Organize:

- a. Think things through
- b. Get opinions of others
- c. Determine what needs to be done
- d. Give clear instructions
- e. Follow up to see that it is done
- f. Analyze progress and accomplishments
- g. Recognize performance of others

Ralph B. McGill

By Dr. William H. Alexander



Dr. William H. Alexander, Pastor of the First Christian Church, Oklahoma City, attended the University of Missouri, Phillips University, Enid, Oklahoma, and graduated from the University of Tulsa. He received his LL.D. degree from the University of Chicago. Dr. Alexander held pastorates in Stroud and Bristow, Oklahoma, and Los Angeles, California, prior to his present assignment. He is one of the great speakers in the United States and has done outstanding work in youth development activities as well as served as chairman of fund-raising drives for mental illness, the symphony orchestra, and other community organizations.

PRESIDING OFFICER - T. A. Moir, ARS

SUMMARY

By James C. Haley, ARS
Howard Jackson, SCS

Dr. Alexander's lecture was based upon four principal questions, as follows:

I. Do you have a wholesome, positive attitude towards life, people, and individuals?

A. Do you have a wholesome, positive attitude towards

1. People under you?
2. People who come to you?
3. Life in general?

The negative attitude is one of our biggest problems of today.

II. Do you have a self fit to live with?

A. Is it necessary for you to use an escape route?

III. Do you have a world fit to live in?

A. Religiously

We are divided into many religious beliefs.

B. Politically

This country was built by people who cared. We must "clean up" both political parties. Each of us should put America first.

C. Racially

D. Economically

E. Internationally

We can have a world fit to live in if we have a self fit to live with.

IV. Do you have a philosophy fit to live by?

A. What do you really believe in? We are what we believe.

B. Be not afraid. Stand by your convictions.

In these times it is important that a person be not afraid even though many times right seems to be on the scaffold and wrong upon the throne.

C. Have an eternal philosophy to live by.

God's dream is that the love of humanity shall prevail.

Let's accept God's dream.

I believe in the future.

In the question and answer session, Dr. Alexander gave us many interesting and helpful suggestions.

Question: Dr. Alexander, do you write out your speeches?

Answer: No. I use an outline--sometime written, more often mental.

Question: What characteristics do you consider important in making a speech?

Answer: 1. Naturalism - The speaker should be natural, using words and actions which are natural.
2. Sincerity - Believe in what you are saying.
3. Outline - Use an outline and have basic ideas in mind. Do not read your speech.

Question: Can you give us any tips on how to keep an outline in mind?

Answer: Concentration - Think, but don't try to overload your mind. Poetry often helps to convey an idea.

Question: What do you feel are necessary factors in being a success?

Answer: There are four factors of success.

1. Preparation
2. Specialization
3. Perspiration
4. Inspiration

Question: Will you give us some tips on making a speech?

Answer: Think of the words you are saying. If you do, so will your audience. If you don't, neither will they.

Question: Would you give us some tips on how to overcome stage fright?

Answer: 1. Relax.

2. Iced tea with lots of lemon will help clear your throat.

3. Breathe deeply.

4. Stage fright is a mental thing. Remember almost every man you meet is your friend.

Question: How can we assist in improving the political situation?

Answer: 1. Encourage participation in public questions without concern of partisan influence.

2. Encourage study of all public questions and express convictions as a citizen without partisan influence.

Question: What are your thoughts regarding the trend toward "getting tough" with delinquent youth?

Answer: 1. Great weakness in our social approach. Social approach must be realistic.

2. Youth delinquency is basically parental delinquency.

3. Provide for more good, sound parental care and love for youth.

4. Provide good recreation.

5. Teach youth to work.

6. Teach them moral values.

7. Hold the moral standard high.

Perhaps the highlights of Dr. Alexander's comments were:

1. "Christianity is the most practical thing in the world." Practice the golden rule in life.

2. Able Lincoln was great because he refused to break down on a principle in which he believed.

3. No end is worth sacrificing a principle or means to obtain that end.

SELECTING, DEVELOPING, AND RETAINING LEADERS
FOR TOMORROW'S RESPONSIBILITIES

By Vernon V. Gill, Director, Eighth U.S.
Civil Service Region, Dallas, Texas

Mr. Gill, a native of Massachusetts, graduated from Harvard in 1936. His first federal appointment was to the Railroad Retirement Board in 1939. In 1941 he transferred to the Civil Service Commission and assumed his present position at Dallas in 1955.

PRESIDING OFFICER - Glenn H. Deitschman, FS

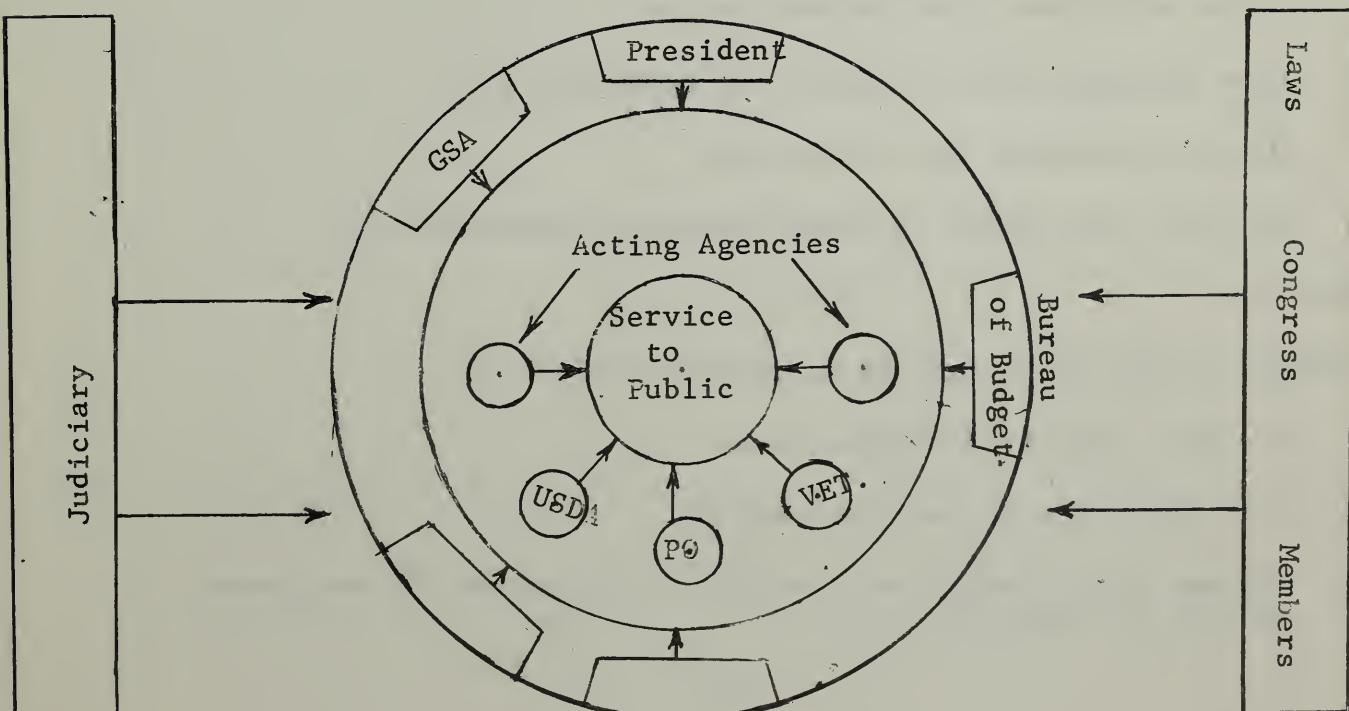


SUMMARY

By John R. McClung, FHA
Laird G. Wolfe, SCS

A. Government is a complex organization.

1. Government administrator operates in a "fish-bowl" atmosphere.
2. Government administrator must execute the law within framework of the law.
3. Government administrator is subject to check and balance control philosophy.



4. Main problem of leadership in Public Administration is accountability of the administrator.
- B. How we fit into the picture of finding, developing, and retaining tomorrow's leaders.
 1. An ever-present and continuing job.
 2. Each administrator must have an awareness and acceptance of the frame work of accountability.
 3. Each administrator must develop personal detachment in administration, so that his service is for the good of the agency, department, and government.
 4. Each administrator must sell government service to potential leaders.
 5. Strongest selling point is the personal satisfaction of challenge. The greatest scope for leadership is now in government service.

Discussion Groups

Question No. 1

"Things we can do to select management leaders."

1. Careful screening of applicants at time of recruitment.
2. Determine basic skills and knowledge pertinent to the position.
3. Frequent evaluation of progress through appraisal.
4. Use multiple appraisals.
5. Observe performance in temporary assignments.
6. Allow sufficient time for evaluation.
7. Give consideration to public and community life.
8. Develop standards for evaluation.
9. Motivate individual to accept greater responsibility.

Question No. 2

"Things we can do to develop management leaders."

1. Provide schools, workshops, etc.
2. Have effective on-the-job training.
3. Expose future leader to a variety of situations by assignment, detail, or transfer.

4. Have an organizational structure that permits advancement.
5. Periodic evaluation and consultation.
6. Stimulate self-improvement.

Question No. 3

"Things we can do to retain management leaders."

1. Fair consideration for advancement.
2. Comparable pay scales.
3. Maintain prestige of management position.
4. Have advanced training or schooling.
5. Provide adequate staff for the responsibilities of the job.
6. Give proper recognition for good performance or outstanding service.

HUMAN RELATIONS IN ACCOMPLISHING AN OBJECTIVE

By J. Q. Grantham



Mr. Grantham is Vice-President in charge of Employee Relations, Northern Natural Gas Company, Omaha, Nebraska. Mr. Grantham received his B.S. and M.S. Degrees from Oklahoma State University in Electrical Engineering. He spent three years at Oklahoma State University as an Associate Professor in the School of Industrial Engineering. While in this position he served as a consultant to various companies in Oklahoma on job evaluation and management training. Mr. Grantham worked for the Navy in a research position. He held positions with the Phillips Petroleum Company and the Anderson-Prichard Oil Company as Manager of Industrial Relations.

PRESIDING OFFICER - Milton E. Luecker, ASC

SUMMARY

By Paul Becton, ARS
James G. Powers, FHA

Mr. Grantham stated: "People are an organization's most important asset. It is through the efforts of people that the other resources of the company are activated. Human relations are concerned with those relationships between people which aid or hinder the effective operation of an organization. Every supervisor must be sensitive to relationships between the people in his organization. It is not the objective of a supervisor to necessarily make his employees happy. It is, however, his duty to so conduct his affairs so that employees will contribute to the maximum of their capabilities, and thereby achieve a degree of satisfaction which cannot be obtained in any other manner."

Mr. Grantham stressed the following points:

1. The basic job of a manager is to manage the enterprise so as to meet its objective.
2. A basic understanding at all levels as to:
 - a. What is my job?
 - b. How am I doing?
 - c. How can I improve?
3. A manager cannot make uncommon people of the common; however, he can make them do the uncommon by challenging people to "Do Something," to create a "Heroic attitude," to "Work Hard," to "Achieve Something."
4. The necessity to "Humanize People" with the realization that Good Human relations are being practiced when the human dignity is being maintained and enhanced.

DECISION MAKING IN GOVERNMENT

By Malcolm H. Holliday



Mr. Holliday is Assistant Administrator of Operations, Farmers Home Administration, Washington, D.C. A native of Kentucky, is married, and has two children. Attended Lees College, University of Kentucky, graduated from Moorehead State College. He was general agent for two life insurance companies for eight years. In 1942 founded the Holliday Publishing Company. He served for several months as special assistant to Senator Cooper of Kentucky. He came to the Department of Agriculture and his present position in 1954.

PRESIDING OFFICER - Charles V. Grant, AMS

SUMMARY

By John T. Hills, FS
A. B. Linford, SCS

Mr. Holliday began the session with a presentation on the importance of decision making in management. He discussed a technique known as "Pigors' Incident Process" which is used in decision making, problem solving, and personnel management. This approach emphasizes the need for identifying the problem and collecting facts upon which to make a decision. The process involves the use of case studies of incidents. Phases of the process may be divided as follows:

1. Learning the incident
2. Fact finding.
3. Identifying the problem.
4. Making the decision.

The procedure used was to acquaint the group with an incident case history and carry out the various phases. The incident studied involved a division chief in the Office of Health Services who preferred to operate as a specialist and who failed to follow reporting procedures which were the policy of his agency. The policy was that; in addition to special services in his division, each chief would obtain information for other divisions on field trips. Although the policy was known and agreed upon by all divisions, the Director found it necessary to write the division chief, Dr. Lundy, a memorandum insisting upon compliance with established procedures in reporting. After failure to comply for a fourth time and being asked to explain his position, the division chief stated that he felt his job was that of a specialist in his own division and not as a "generalist." Dr. Lundy was considered to be a valuable man in the organization and his division was not adequately staffed due to budget limitations.

The group was allowed to ask questions regarding the incident to secure all possible facts. This is the second phase of the process. A total of 62 questions were asked and were classified into the following five broad categories:

<u>Category</u>	<u>Number of Questions Asked</u>
Organization and organizational policies	17
Communications	19
Staffing and Personnel Activities	12
Workloads	7
Miscellaneous	<u>7</u>
Total	62

The next phase of the process was that of "Identifying the Problem." The question asked the group was "Should the director require Dr. Lundy to comply with the reporting procedure?" Each member of the group was allowed to add four sub-questions of his own to the one given the class. The group was then asked to make the decision which was the last phase of the process.

The question was then posed to the group as to: (1) Require the subject to conform to instructions, or (2) exempt the subject from the reporting requirements in question.

The group was almost equally divided as to decisions, with a small majority for decision number one. Each decision was presented by a spokesman.

Mr. Holliday read the decision which Pigors' process advocates; that of requiring the division chief to conform to established policy of his agency. The historic decision of the agency head was, however, to release the subject from the reporting requirement. The object of the presentation was to learn the procedures for decision making and not necessarily to arrive at the correct solution to this problem.

Training kits for this process can be obtained from the Bureau of National Affairs, Inc. They should be contacted through agency channels. The purchase price is as follows:

<u>Type Manual</u>	<u>Each</u>
Directors' Manual	\$18
Participants' Manual	\$ 8

Quantity discounts are allowed on orders of 49 or more participants' manuals.

THE GENERAL MANAGER IN GOVERNMENT



By Ralph S. Roberts, Administrative Assistant Secretary, U. S. Department of Agriculture, Washington, D. C.

Mr. Roberts was born in Lehi, Utah. He attended the University of Utah and George Washington University where he specialized in economics and business administration. He is a graduate of George Washington Law School with an LL.M. degree. Mr. Roberts first entered government service in 1928. For several years he served in varied capacities including clerical, administrative and supervisory. In 1953, he accepted his present position as Administrative Assistant Secretary of Agriculture.

PRESIDING OFFICER - Robert W. Pearl, FS

SUMMARY

By Glenn H. Deitschman, FS
Hampton Burns, SCS

Dealing with the subject of general management in government requires consideration not only of the current methods and programs of management, but also the challenges of management of the future. We must look ahead - "looking ahead" is one of the really significant responsibilities of management. An outline of the implications involved are listed below:

- I. Differences exist between management in business and management in government, although conventional functions are similar in application.
 - A. Environment of governmental activities imposes definite conditions.
 1. Public nature of work as expressed in term, "public interest", suggests that it transcends special interest considerations.
 2. Men of broad vision and strong sense of public duty are required.
 3. No action or statement is immune from public scrutiny.
 - B. The scope of governmental activities and their impact on individuals and groups are greater.
 1. Attention of governmental executives is focused on more fundamental responsibilities.
 2. Accomplishments and expenditures are subject to public accountability.
 - C. Congress acts as overseer of executive performance through laws, financial contracts, and investigation powers.

II. Characteristics of management.

A. Development of specialization is associated with our rapid organizational growth.

1. Skills tend to become more narrow and intense.
2. Special interests become more dominant.
3. Group loyalties develop around special disciplines.
4. Specialization can be a disintegrating force if counteracting forces are not present.

B. Executive ability requires a broad understanding and perspective including qualities such as:

1. Coordinating competitive or related interests and harmonizing conflicting viewpoints.
2. Participating in determination of policy.
3. Interpreting policy in general terms.
4. Symbolizing the administrative program.
5. Directing the implementation of the program.
6. Assuming responsibility for the administrative organization and gear it to the job to be done.
7. Appointing top officials in the agency.
8. Coordinating the administrative machine.
9. Facilitating legislative relationships
10. Maintaining effective public relations.

C. To discharge the executive responsibilities successfully requires such leadership qualities as:

1. Capacity for abstraction - for generalization.
2. Intelligence and imagination.
3. Ability to work with people.
4. An orientation toward government and a dedication to civic services.
5. A sense of purpose and direction.
6. A political sense or "feel."
7. Skill in negotiation.
8. Facility in communication.
9. Ability to judge men.
10. A willingness to accept responsibility.
11. Decisiveness combined with flexibility.
12. Ability to delegate.
13. A tough skin and a capacity to "roll with the punches."

An excellent summarization of the qualities demanded of today's administrative generalist was given by John Henry Cardinal Newman more than 100 years ago. He defined a liberal education as:

"The education which gives a man a clear, conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them. It teaches him to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophistical, and to discard what is irrelevant. It prepares him to fill any post with credit,

and to master any subject with facility. It shows him how to accommodate himself to others, how to throw himself into their state of mind, how to bring before them his own, how to influence them, how to come to an understanding with them, how to bear with them. He is at home in any society, he has common ground with every class; he knows when to speak and when to be silent; he is able to converse, he is able to listen; he can ask a question pertinently, and gain a lesson seasonably when he has nothing to impart himself; he is ever ready yet never in the way; he is a pleasant companion, and a comrade you can depend upon; he knows when to be serious and when to trifle, and he has a sure tact which enables him to trifle with gracefulness and to be serious with effect ... He has a gift which serves him in public and supports him in retirement, without which good fortune is but vulgar, and with which failure and disappointment have a charm."

A subsequent discussion on "Problems which the USDA is expected to face in the future" brought out pertinent points on the anticipated effect of: (a) the rapid growth of the Department due to continuous demands for additional services; and (b) the accompanying increases in needed appropriations.

THE USDA AND THE PUBLIC

By J. K. McClarren



J. K. McClarren, Assistant Director, Visual Information Office of Information, Washington, D.C. Began government service in 1936 in USDA press service. Reared in Oklahoma and graduated from Connors State Agricultural College in that State. He has served as chairman of the Department of Languages and Literature for the USDA Graduate School. At present, in addition to his regular duties, he is Chairman of the Program and Content Committee for the First World Agriculture Fair, New Delhi, India

PRESIDING OFFICER - Harry C. Freeman, AMS

SUMMARY

By Claude H. Atha, ASC
John L. Wilbur Jr., ARS

Mr. J. K. McClarren discussed the subject USDA and the Public from the "inside point of view."

A. Introduction

1. Emphasis on responsibility of administrative official in Public Relations.
2. Management responsibility to do more toward improving public relations.

B. Definitions

1. Public information or Public Relations - "good conduct and getting credit for it"
 - a. Two-way communications between institution or agency and its public.
2. Publicity - dissemination of information
 - a. Systematic distribution of information
3. Press Agency - brass band and barker approach to build up person or thing.
4. Propaganda - organized, systematic spreading of a doctrine.
5. USDA information responsibility - "The department information responsibility is to report to farmers, to other specially affected groups and to the public generally regarding the research, action, regulatory and other programs through the channels normally available to those for

whom the information is intended. The information activities are intended to be impersonal and institutional, to avoid press agency and personal publicity, and wherever possible, to provide basic factual information for further adaptation and localization by private media and localized agencies."

C. Principles

I. The function of public relations is:

1. Unavoidable - you cannot escape being involved in public relations - either positively or negatively.
2. Built into your job responsibility - to be effective they must be:
 - a. Right - your program must be right, you cannot make a bad program smell sweet by public relations. Good administration is prime requisite.
 - b. Understandable - know your audience - then reach them in a way that they can readily understand.
 - c. Continuous - Public relations must be continuous and never-ending.

II. Public relations can be improved with:

1. Specialized skills
2. Evaluation
 - a. In addition to local evaluation, your Washington headquarters should be kept informed on all pertinent developments.
 - b. Report what you see - not what you think the boss wants to hear.

D. Authorities and Responsibilities

I. Top management's view of importance of public relations

1. Forest Service regulations state: "The general objectives of information and education activities is to create and maintain an informed, intelligent, but critical and exacting public opinion as to objectives, needs and methods of the Forest Service; and to stimulate public interest in, and understanding of, and support, to the extent authorized, for these objectives."
2. SCS administrator states: "To operate successfully, every SCS office must help inform the entire public constantly of the many phases of our work".
3. FHA regulations state: " The county supervisor is responsible for informing the public in the area serviced, in accordance with the methods and procedures prescribed - of the objectives, services, and benefits of the Farmers Home Administration."

II. Public relation is part of management

1. Public relation is what we do with people.
2. Good communications are essential to good management and public relations.



By W. E. Lemons

W. E. Lemons, Head of Agricultural Information Service and Extension Service Editor, Oklahoma State University, Stillwater, Oklahoma. Was born and educated in Oklahoma. He has held numerous positions as farm editor in newspaper, radio, television, and vocational agriculture work. Has been active in Future Farmers of America and helped to set up an Agricultural information program in Turkey.

SUMMARY

By Claude H. Atha, ASC
John L. Wilbur Jr., ARS

Mr. W. E. Lemons discussed the subject USDA and the Public from the "Alongside point of View."

I. The Agricultural Picture.

Agriculture needs a Moses to lead us out of the wilderness of wrong impressions.

- A. The general public has entirely the wrong impression of our farm programs and what they are designed to do.
 - 1. They hear the words agriculture or farmers and immediately see a distorted price support picture, mountains of surplus products, and rising prices.
 - 2. They do not seem to see the tremendous spread between what the farmer gets and what the consumer pays.
 - 3. Dairy farmers receive less than half the 23 cents for a bottle of milk, wheat farmers 3 cents of an 18 cent loaf of bread, wool producers \$5.00 out of a \$50.00 suit, and if cotton were donated, the cotton shirt would be no cheaper
- B. These are some of the misconceptions which we in Agriculture face today. All of us need to work at this job of public relations.
- C. Farmers are not the only group to receive subsidies.
- D. FHA loans are repaid.

- E. Food supplies helped win World Wars I and II.
- F. Russia is attempting to catch up to our agricultural production.
- G. Price supports or increased income are not responsible for the present high cost of living.
- H. In past 10 years farm value of annual family food market basket has increased \$3.00, while consumers price is up \$243.00.

II. What can we do about it.

As agricultural workers we can:

- 1. Better public relations program.
- 2. Tell the true story
 - a. Group meetings
 - b. Personal conversations
 - c. Civic clubs
 - d. News stories
 - e. TV appearances
- 3. Contribute to better understanding in the field of information by:
 - a. Using mass media - newspapers, radio, TV
 - b. Radio farm directors are excellent outlets.
 - c. Extension editor is available and willing to help.
 - 1. Know the extension editor.
 - 2. Provide him with the information you want him to handle.
 - 3. Don't give him a story then contact other outlets independently.
 - d. Establishing a meeting date for agencies to cut TV programs and scripts.
 - e. Develop new promotion schemes.
 - f. Arrange for needed pictures on and off the campus.
 - g. Feature stories about individual farmers and their participation in different agencies.
 - h. Using agricultural movies.

III. Secretaries are Key people.

- 1. They give the public a good or bad impression of your office.
- 2. They can save or make work in the office.
- 3. Be sure the secretary is motivated to handle her responsibilities.

By Clyde W. Zimmerman



Clyde W. Zimmerman, Associate Editor, Capper's Farmer, Topeka, Kansas. He is a native of Iowa. He received a B.S. and M.S. degree from Iowa State University. Has served in various newspaper positions. Joined the editorial staff of Capper's Farmer in May, 1946

SUMMARY

By Claude H. Atha, ASC
John L. Wilbur Jr., ARS

Mr. Clyde W. Zimmerman discussed the subject "USDA and the Public" from the "outside point of view".

I. USDA Public Relations poses challenge.

- A. The "hit or miss" public relations program has hurt farmers.
 - 1. A slick public relations program by agriculture or USDA cannot correct this situation.
 - 2. Because of relative unconcern, the situation has built up.
- B. Proper publicity can make USDA more respected and appreciated by farmers and the general public.
- C. Start with good, honest service, which is available in agriculture and in USDA.
- D. The Farm program in USDA has been conscientiously and honestly administered.

II. What is the solution?

- A. Cappers Farmer developed a brochure "What City People Should Know About Farmers."
 - 1. Half million copies sold as reprints.
 - 2. Widely quoted by newspapers and radio announcers.
 - 3. Contains facts the public should know.
 - 4. Emphasizes the farmer is entitled to a fair wage scale the same as the

plumber, doctor, dentist, lawyer, electrician, etc.

- 5. Agriculture is our most essential industry; food the best bargain the consumer can get today.
- 6. Failures and costs of farm programs are explained
- 7. This leaflet contains information farmers can use and has been distributed at fairs and has helped the public understand farmers.

B. Rules and programs affecting agriculture should recognize the problems of agriculture, be based on facts rather than a passing impression and a "consumer's eye view" of farming.

C. Build program foundation with the public at the grass roots.

D. Farmers are influenced by treatment in offices at the county level, therefore, local managers should be well trained.

E. Combat the emotional, the unreal, and the untrue.

- 1. Misconceptions have become widely accepted because they were not corrected.
- 2. 70 percent of the wheat is produced in the Plains States, balance outside this area.
- 3. Freezing, precooking, etc., accounts for one-half of one percent per dollar of the food bill.

F. USDA should step in when a myth is created.

G. Information should be developed by USDA on services demanded by the public which requires manpower and administrative funds.

H. Policies should be announced publicly and each segment of the department should have a sound concept of service to the public.

III. Build and Maintain a firm foundation for agricultural progress.

A. Apply our past experience.

B. Accept and meet the challenge.

SUMMARY OF PANEL DISCUSSION

Subject: USDA and the Public

Panel Members: J. K. McClarren
W. E. Lemons
Clyde W. Zimmerman

Summarized by: Claude H. Atha, ASC
John L. Wilbur, ARS

An interesting discussion followed the presentation of the preceding three points of view. The numerous questions raised were handled effectively by the panel. Helpful suggestions were furnished by participants as well as panel members. One question that stimulated considerable discussion was:

"Why is more money appropriated for research to improve production when we are already overloaded with surpluses?" Thought involved in some of the answers to this question included the following:

1. Increased production needed to supply food for growing population.
2. Throughout history - no nation blessed with plenty of food has collapsed.
3. Better to have surplus than famine.
4. Agriculture is not only facet of our economy plagued with surpluses, i.e., aircraft, etc.

STEPS TO CONSIDER IN PLANNING AND CONDUCTING A TAM WORKSHOP

Two outlines were selected and presented to the group as typical of the procedural details to be considered in planning and conducting state TAM workshops.

PROPOSED PLAN FOR AN IOWA TAM WORKSHOP

I. Contact heads of all USDA agencies represented in the State.

- A. Arrange for financing the workshop.
- B. Set up planning committee, composed of:
 - 1. Three TAM Institute graduates in Iowa.
 - 2. Two or three representatives from other participating agencies.

II. Duties of planning committee:

- A. Appoint workshop manager.
- B. Determine boundaries of workshop area.
- C. Request agencies to submit names of candidates of GS-9 grade or above who have leadership qualities and good management potential.
- D. Limit number of participants to maximum of 25.
- E. Within the general objectives of training in management skills and providing broader understanding of the USDA organization, establish specific local objectives by:
 - 1. Questionnaires to prospective participants.
 - 2. Suggestions from State agency heads.
- F. Select workshop location, with consideration of:
 - 1. Suitable physical facilities.
 - a. Meeting room, visual aids.
 - b. Housing, meals, recreation.
 - c. Transportation.
 - d. Facilities for families.
 - 2. Keeping participants away from their offices.
 - 3. Avoiding "Country Club" atmosphere.
- G. Select workshop dates.
 - 1. Five-day program recommended.
 - 2. Allow minimum of six months for planning and arrangements.
Ask agencies to suggest preferred time of year.

- H. Send information to participants for initial orientation.
 - 1. Workshop plans and objectives.
 - 2. Reference materials and lists.
 - 3. Travel information.
 - 4. List of participants.
 - 5. Committee assignments and brief, clear statement of duties and responsibilities.
 - a. Advisory.
 - b. Editorial.
 - c. Evaluation.
 - d. Visual aids and library.
 - e. Recreation.

- I. Appoint program committee.

- III. Duties of program committee.

- A. Organize workshop program based on questionnaire replies, agency suggestions, and workshop experience obtained elsewhere.
 - 1. Select qualified speakers, considering:
 - a. Industrial, civic, and professional leaders for talks on management skills and practices.
 - b. USDA representatives, to create a broader understanding of the USDA organization.
 - c. College and educational leaders for talks on new techniques of training and management.
 - 2. Provide for adequate resource people.
 - 3. Prepare printed program.
 - 4. Make local arrangements for:
 - a. Definite allocation of space and facilities.
 - b. Photographs and publicity. Check department regulations for using public funds for photographic services.
 - c. Identification tags and supplies.
 - d. Visual aid and library materials.
 - e. Typing services.
 - f. Some outside activities (tours to points of interest, recreation).
 - g. Publication of report.
 - h. Other.

- B. Conduct the Workshop

- 1. Develop friendly and enthusiastic atmosphere.

2. Encourage free expression and full participation through:
 - a. Individual introductions.
 - b. Frequent discussion and question-and-answer periods.
 - c. Leadership roles by participants.
3. Maintain program continuity and direction.
4. Provide time for brief descriptions of participating agency functions by local representatives attending the workshop.
5. Adhere to schedules.
 - a. Start and stop on time.
 - b. Provide morning and afternoon breaks.
6. Keep meeting rooms orderly.
 - a. Clear all obstructions from the front of the room at the conclusion of each program member, unless needed by the next speaker.
7. Designate a member of the planning committee to serve as a consultant to each workshop committee. Relay information between all groups to better coordinate program.
8. Send a copy of the printed program to each participant at least one week prior to the workshop.
 - a. Program should include a brief narrative statement of the subject areas to be covered by the speakers during each period.
 - b. Ask speakers to furnish a copy or outline of their talk to the editorial committee.
9. Review and evaluate progress periodically.

C. Evaluate success of the workshop.

D. Follow up.

E. Certificates of training.

F. Records of formalized training.

By Ralph S. McGill, SCS
Glenn H. Dietrichman, FS

PLAN FOR TEXAS WORKSHOP

A. Planning

1. Formation of Steering Committee

- a. Representatives from each Agricultural Agency in the State including TAM Institute graduates.

- b. Select Chairman
- 2. Define Objectives
 - a. Teach a higher degree of management skills, attitudes and knowledge.
 - b. Teach a broader understanding of National and State USDA functions.
- 3. Participants
 - a. Number (Suggest 20-25)
 - b. All USDA Agencies to be invited to send representatives.
 - c. Establish criteria for selection of participants.
- 4. Location
 - a. Area of State to be included.
 - b. Meeting place - Outside congested area.
- 5. Length and time of Workshop
 - a. One week duration.
 - b. Early summer.
- 6. Assignment of responsibilities for:
 - a. Program
 - b. Facilities
 - c. Editing
 - d. Publicity
 - e. Miscellaneous
- 7. Provide for Financing

B. Organization

- 1. Formulate Program
 - a. Contact participants and determine need.
 - b. Decide on subjects to be covered.
 - c. Select speakers and resource personnel.
 - d. Develop Agenda.

2. Select Workshop Director and Staff

a. Select and notify presiding officers, recorders and committees.

b. Obtain biographies from speakers.

(1) Provide biographies for first day to presiding officers in advance of Workshop.

C. Conducting Workshop

1. Orientation

a. Introduction of participants.

b. Explanation of objectives by Workshop Director.

2. Organization of Participants

a. Define Committee functions and explain Assignments.

b. Committee Organization.

(1) Provide Advisors where possible.

3. Program

a. Lectures

b. Discussion

c. Workgroups

d. Visuals

e. Demonstrations

f. Tours

4. Evaluation

a. Summary of proceedings.

b. Committee Reports.

5. Presentation of training certificates

D. Post Evaluation and follow-up.

1. Summarize evaluation forms.

2. Distribute Workshop proceedings to all USDA Agencies in the Area.

by:

Charles Brnat, AMS
O. B. Briggs, FCIC

Harry C. Freeman, AMS
Roy L. Huckabee, ES

Spencer H. Palmer, FS
Robert W. Pearl, FS
John L. Wilbur, ARS

By Wilson J. Bentley



Mr. Bentley is Professor and Head, School of Industrial Engineering and Management, College of Engineering, Oklahoma State University. He was born in Yukon, Oklahoma in 1916. He has a B.S. in Industrial Engineering and Management from Oklahoma State University. His experience embraces employment with Midwestern Engineering and Construction Company, Planning and Methods Engineers with the Wilson Company, and Consultant to oil production and commercial firms in the United States, Canada, and Europe in the fields of management, organization, personnel, job evaluation, and methods improvement. He is a Registered Professional Engineer in Oklahoma and a member of several significant societies and organizations. He has written numerous articles in his field for technical magazines.

PRESIDING OFFICER - F. Reed Grainger, FCIC

SUMMARY

By Milton E. Luecker, ASC
Norman A. Berg, SCS

The core theme of this discussion can be expressed as follows:

1. Management is the activity of maintaining a system-of-coordination of human activities. Creativity and innovation, then, become the prime prerequisites of successful management - finding the ways to maintain the system of coordination.
2. To organize your own work - or the functions of your own section - is practicing creativity and performing innovations. Finding the best combination of functions or people - is innovation of the highest order. This is a primary job of the manager.
3. The effectiveness of an organization (large or small) depends almost entirely upon the creation (invention) or adoption of innovations of specializations as to time, manner, place, personnel, etc. The primary aspects of this is the analysis of purpose, the recognition of the limiting factors, and the alternatives available to accomplish the purpose. This is probably the most difficult aspect of managing.
4. Innovation is not necessarily the creation of a completely new product or action. It is more ordinarily a new combination of known techniques or elements which produces a unique product to overcome a particular limiting factor.

5. Finding and using new methods of persuasion or motivation is another form of creativity and innovation.
6. It is the manager's job to create an organization, or other vehicle, that will allow the maximum use of the employee's abilities.
7. The manager must be able to see the needs of the enterprise - and of the individuals - then make the best combination of circumstances in order to optimize the fulfillment of these needs.

EVALUATING THE INSTITUTE AND MAKING RECOMMENDATIONS
FOR FUTURE TAM INSTITUTES AND WORKSHOPS

By Edward H. Steinberg

PRESIDING OFFICER - Roy Potas, AMS

SUMMARY

By Howard Jackson, SCS

Evaluation of Stillwater TAM Institute.

The Stillwater Institute was a success in attaining the overall objective set forth by TAM.

1. The first objective was to improve management skills, attitudes, knowledge, and practices. The consensus of the group was that all participants have gained a broader and fuller understanding of skills and practices and abilities. In addition, much has been acquired in techniques, methods of management skills, and has given all conferees the increased motivation for additional self-development.

2. The second objective was to increase understanding of The Department of Agriculture programs. Discussion by the formal panel and other Departmental representatives served to attain fulfillment of this objective. Many felt this one of the most important features of the conference. A valuable stimulant to this subject was the informal discussions between agency representatives during the entire session.

3. This third objective was to provide for the training of participants to plan, organize, and conduct local workshops. This objective was adequately met. At first some question arose as to how this was done, but after several discussions on the subject, the conferees were able to develop basic outlines for successfully carrying out this objective.

Participants were agreed that the Institute was well worthwhile and that the benefits derived from attending would aid them immeasurably in their capacities as managers and administrators. The agency appeared to be well balanced as far as subject matter and diversity of speakers from within and without Government. Interest was maintained throughout the sessions and all committees performed their duties in a well disciplined manner. Morale was kept at a high level and the spirit of cooperation and cohesiveness existed throughout the Institute.

Recommendations for Future Institutes.

1. That time be given to allow all participants the opportunity to tell about themselves and their job.
2. Re-examine the length of the Institute. Expression given that one week would be sufficient.
3. That nine group discussions should be utilized--this to be done in the form of workgroup sessions.
4. That the setting of the Institute be so located that all participants would be required to live, eat, and work together. Too many in the Institute were from a surrounding area and, therefore, their full association with other participants was not required.
5. That material sent to participants prior to attending the Institute be sent early enough to fully comprehend and study its content.
6. Avoid duplication of subject matter. Several speakers overlapped in their presentations.
7. Alert all speakers prior to delivering talk to have some form of outline that can be used by those participants that summarize.

The following questions were asked of the participants and summarized as follows:

Question: Was the material presented in the sessions what you expected from your advance copy of the agenda?

Answer: Yes, from the majority of participants. A great number expressed opinions that it exceeded their expectations.

Question: Should we have (1) more lectures? (2) more discussion groups? more films?

Answer: From 31 questionnaires the answers were as follows: More lectures - 4; more discussions - 19; more films - 3; and 5 expressed the opinion that good balance existed in the program.

Question: Should we use more speakers from outside the government or use more Department officials for speakers?

Answer: 14 thought outside speakers should be used while 12 thought the balance for the Institute was fine as presented. Two thought the quality of the speaker for the subject should determine the selection.

Question: Has the material presented been practical? Theoretical? Over our heads?

Answer: 14 said the material was practical; 2 thought too theoretical; 1 over heads and 2 under our heads. 12 considered the program to be well balanced.

Question: Have you received training that will be of immediate value on your present job? List 3 or 4 such items:

Answer: Differed by participants, however, great percentage agreed that much would be of immediate value on their present job. In the main, these consisted of decision making, human relations, communications, better understanding of USDA, and training methods and procedures.

Question: TAM should have stimulated our desire for further self-development. What are your plans in this regard? How can the Department Personnel Office and/or your own agency help you in this effort?

Answer: The general consensus of the conferees was that they had been stimulated for increased self-development. They planned to attain this by studying and reading to develop their knowledge and techniques and a number appeared to be motivated to take courses in business schools and colleges and universities.

It appeared to be the consensus that the Office of Personnel and the agencies could forward to field people more and varied material to increase their self-development training.

PRESENTATION OF CERTIFICATES

Institute Director, Mr. Greatorex and Mr. Steinberg presented Certificates of Training to each of the participants in the Fourth TAM Institute.

Following this ceremony, Mr. Roy Potas, presented "Certificates of Appreciation" signed by all participants to Mr. Al Greatorex, Mr. Ed Steinberg, Mr. Ross Hall and Mr. Lewis Wolfe. These certificates were prepared and presented to these individuals as an expression of appreciation from the participants for their outstanding contribution in organizing, conducting, and directing the Institute.

CLOSING REMARKS

By Mr. Greatorex

Gentlemen, we're approaching, very quickly, the end of the Fourth TAM Institute.

I mentioned in my opening remarks that it had been a pleasure and rich experience for me to be associated with those who had a part in planning this Institute.

I stated also that I felt sure that this pleasure and experience would be extended throughout the conduct of the Institute.

I can say with sincerity that you, the participants, individually and collectively, provided the full realization of that pleasure and experience.

This is what the Institute has done for me: I hope it has done the same for you. I hope it has provided you -

1. New knowledge and skill that has given you -
2. A clearer and deeper understanding of USDA and its agencies and -
3. I hope it has provided you an opportunity to solve some of your problems, to exchange view points and ideas.

Each and every one of you are to be complimented for your (1) interest, sincerity and enthusiasm as participants. (2) For your cooperation and assistance in various committee assignments. (3) For the high quality of leadership that you have demonstrated and lastly (4) For the fine effort put forth in completing your assignments.

You are the folks who have made the Fourth TAM Institute a success. I would like to acknowledge the outstanding cooperation and assistance provided by Ed. Steinberg, Ross Hall and Lewis Wolfe, and to Abe Hesser and his assistants.

Finally, in parting, I wish each and every one good health and life's fullest. It is my hope that our paths will cross in the future. Thank you.

APPENDIX

PROGRAM FOR FOURTH TAM LEADERSHIP INSTITUTE

September 21 - October 1, 1959

FIRST WEEK

Monday, September 21, 1959

Morning Session
8:30 - 12:30

Subject:

Discussion Leaders:

Opening Remarks and
Introduction

Lewis Wolfe
Administrative Officer
ASC State Office
Commodity Stabilization Service USDA
Stillwater, Oklahoma

Announcements

Ross W. Hall
State Administrative Officer
Soil Conservation Service, USDA
Stillwater, Oklahoma

"Welcome"

Dr. Louis E. Hawkins, Director
Agricultural Experiment Station
Oklahoma State University
Stillwater, Oklahoma

"Background and Objectives of
the TAM Institutes"

Jack C. Kern
Training Officer
Forest Service, USDA
Washington, D. C.

"Plans for Conduct of the
Institute"

Albert T. Greatorex
Institute Director
Employee Development Officer
Agricultural Research Service, USDA
Beltsville, Maryland

Afternoon Session
1:30 - 4:30

Introduction of Participants

All Participants

"How Group Methods Can Help Us
Achieve Our Objectives"

Dr. Woodson W. Fishback
Curriculum Coordinator
State of Illinois
Springfield, Illinois

Discussion Period

All Participants

Organizing and Planning
for Institute Committee Action

All Participants

Tuesday, September 22, 1959

Breakfast Session
8:00 - 9:30

"Self-Development"

Dr. Oliver S. Willham
President, Oklahoma State University
Stillwater, Oklahoma

Morning Session
9:30 - 12:30

Business and Government Management

Dr. Costic Roman
Professor and Head
Department of Management
College of Business
Oklahoma State University
Stillwater, Oklahoma

Discussion Period

All Participants

Work Group Session on
"Management Problems"

All Participants

Afternoon Session
1:30 - 4:30

"Planning and Organizing
Management Resources"

Dr. Eugene L. Swearingen
Dean, College of Business
Oklahoma State University
Stillwater, Oklahoma

Discussion Period

All Participants

Work Group Session on
" Planning and Organizing
for Management Activity"

All Participants

Wednesday, September 23, 1959

Morning Session
8:30 - 12:30

Panel Presentation - I

Broader Understanding of USDA
"Emphasis on Management
Functions and How They are
Integrated"

Departmental Level Panel

Moderator:
Ernest C. Betts, Jr.
Director of Personnel, USDA
Washington, D. C.

Members:
Joseph P. Loftus
Office of Administrative Management,
USDA
Washington, D. C.

Oris V. Wells, Administrator
Agricultural Marketing Service, USDA
Washington, D. C.

Richard E. McArdle, Chief
Forest Service, USDA
Washington, D. C.

Discussion Period

All Participants

Afternoon Session
1:30 - 4:30

"Fundamentals of Management"

Henry C. Herrell
Ass't Administrator for Management
Agricultural Marketing Service, USDA
Washington, D. C.

Discussion Period

All Participants

Work Group Session on
"Management Problems"

All Participants

Thursday, September 24, 1959

Morning Session
8:30 - 12:30

Panel Presentation - II

Broader Understanding of USDA
"Emphasis on USDA Programs In
Relation to Staff Functions"

Departmental Level Panels

Panel Moderator and Members
same as in Presentation I,
Wednesday, September 23.

Discussion Period

All Participants

Summary

Ernest C. Betts, Jr.
Director of Personnel, USDA
Washington, D. C.

Afternoon Session
1:30 - 4:30

"Health Matters Concerning
Management"

Dr. Melvin T. Johnson, M. D.
Chief, Health Division
Office of Personnel, USDA
Washington, D. C.

Discussion Period

All Participants

Friday, September 25, 1959

Morning Session
8:30 - 12:30

"Management Controls
and Appraisals"

Charles L. Grant
Director, Office of Budget and
Finance, USDA
Washington, D. C.

Discussion Period

All Participants

Afternoon Session
1:30 - 4:30

"Communications Within
The Organization"

B. F. Givens
Ass't Vice-President for Personnel
Southwestern Bell Telephone Co.
St. Louis, Missouri

Discussion Period

All Participants

Appraising Institute Accomplishments
"Identifying Strong and Weak
Points of Management"

Edward H. Steinberg
Assistant to the Assistant
Administrator (Operations)
Farmers Home Administration, USDA
Washington, D. C.

Saturday, September 26, 1959

Tour of the University Radio-Isotope
Laboratory and the University Elec-
tronic Computer Center

Lewis Wolfe, ASC
Institute Co-Manager
In charge of arrangements

SECOND WEEK

Monday, September 28, 1959

Morning Session
8:30 - 12:30

Subject:

"Motivation in Management"

Discussion Leaders:

Dr. William H. Alexander
First Christian Church
Oklahoma City, Oklahoma *

Discussion Period

All Participants

Afternoon Session
1:30 - 4:30

"Selecting, Developing and
Retaining Leaders for
Tomorrow's Responsibilities"

Wilfred V. Gill
Director, Eighth U. S. Civil
Service Region
Dallas, Texas

Discussion Period

All Participants

Work Group Session on
"Things we can do to Select,
Develop and Retain Management
Leaders"

All Participants

* Dr. Alexander is appearing through the courtesy of General Motors.

Tuesday, September 29, 1959

Morning Session
8:30 - 12:30

"Human Relations in Accomplishing
an Objective"

J. O. Grantham
Vice President in Charge of
Employee Relations
Northern Natural Gas Company
Omaha, Nebraska

Discussion Period

All Participants

Afternoon Session
1:30 - 4:30

"Decision Making in Management"

Malcolm H. Holliday, Jr.
Assistant Administrator (Operations)
Farmers Home Administration, USDA
Washington, D. C.

Work Group Session

Case Study - "The Showdown"

All Participants

Wednesday, September 30, 1959

Morning Session
8:30 - 12:30

"The General Manager"

Ralph S. Roberts
Administrative Assistant Secretary
Office of the Secretary, USDA
Washington, D. C.

Discussion Period

All Participants

"Problems which the USDA is Expected to Face in the Future"

Ralph S. Roberts

Afternoon Session
1:30 - 4:30

Panel Presentation

Panel Members

"The USDA and the Public"

J. K. McClarren
Assistant Director,
Visual Information
Office of Information
Washington, D. C.

W. E. Lemons
Head of Agricultural Information
Service and Extension Service
Editor
Oklahoma State University
Stillwater, Oklahoma

Clyde W. Zimmerman
Associate Editor
Capper's Farmer
Topeka, Kansas

Discussion Period

All Participants

Thursday, October 1, 1959

Morning Session
8:30 - 12:30

"Innovation and Creativity in Management"	Wilson J. Bentley Professor and Head School of Industrial Engineering and Management College of Engineering Oklahoma State University Stillwater, Oklahoma
Discussion Period	All Participants
Work Group Session on "Creativity"	All Participants
"The Organization and Development of TAM Workshops" - Presentation of Two Plans	Spokesmen from Two State Groups
Critique of Each Plan	All Participants

Afternoon Session
1:30 - 4:30

"Summary and Evaluation of The Institute" and "Recommendations for Future TAM Institutes and Workshops"	Edward H. Steinberg
Report of Institute Committees	Chairman of Committee
Presentation of Certificates	Albert T. Greatorex Institute Director and Edward H. Steinberg
Closing Remarks and Adjournment	Ross W. Hall and Lewis Wolfe

UNITED STATES DEPARTMENT OF AGRICULTURE
Agency Participants

<u>AGENCY</u>	<u>NAME AND POSITION</u>	<u>ADDRESS</u>
SCS	<u>Ross W. Hall</u> State Administrative Officer <u>Co-Manager of the Institute</u>	Soil Conservation Service, USDA Agricultural Center Bldg. Farm and Admiral Road Stillwater, Oklahoma
ASC	<u>Lewis Wolfe</u> Administrative Officer <u>Co-Manager of the Institute</u>	ASC State Office, CSS, USDA Stillwater, Oklahoma

		<u>ALABAMA</u>
FS	<u>Spencer H. Palmer</u> Forester (Adm.)	Forest Service, USDA Box 40 Montgomery, Alabama

		<u>ARKANSAS</u>
ARS	<u>Paul Becton</u> Veterinarian in Charge Animal Disease Eradication Div.	Agricultural Research Service, USDA P.O. Box 338 147 Federal Building Little Rock, Arkansas
SCS	<u>Hampton Burns</u> Asst. State Conservationist	Soil Conservation Service, USDA 323 Federal Building Little Rock, Arkansas
ARS	<u>James C. Haley</u> Supervisor in Charge Plant Pest Control Division	Agricultural Research Service, USDA 515 Federal Building Little Rock, Arkansas
FS	<u>John T. Hills</u> Forester (Gen.)	Forest Service, USDA, Quachita Nat'l. For. Box 537, P.O. Bldg., Hot Spgs, Ark.
ASC	<u>Clyde P. Lieblong</u> State Administrative Officer	ASC State Office, CSS USDA P.O. Box 2781 Little Rock, Arkansas

		<u>IOWA</u>
FS	<u>Glenn H. Deitschman</u> Research Center Leader	Forest Service, USDA Ames Research Center Central States Forest Experiment Sta. 205 Curtiss Hall, Iowa State College Ames, Iowa

<u>AGENCY</u>	<u>NAME AND POSITION</u>	<u>ADDRESS</u>
		<u>IOWA</u> (cont'd)
SCS	<u>Ralph B. McGill</u> Area Conservationist	Soil Conservation Service, USDA 622½ W. Sheridan Shenandoah, Iowa
		<u>KANSAS</u>
ARS	<u>David O. Manley</u> Veterinarian in Charge Animal Disease Eradication Div.	Agricultural Research Service, USDA P.O. Box 439 204 Federal Building Topeka, Kansas
		<u>MISSOURI</u>
FCIC	<u>F. Reed Grainger</u> State Director	Federal Crop Insurance Corp., USDA 605 S. Massachusetts Ave. Sedalia, Missouri
SCS	<u>Howard C. Jackson</u> Assistant State Conservationist	Soil Conservation Service, USDA P.O. Box 180 Columbia, Missouri
FS	<u>Warren H. Livens</u> Assistant Forest Supervisor	Forest Service, USDA Missouri National Forests Rolla, Missouri
ARS	<u>T. A. Moir</u> Inspector in Charge Meat Inspection Division	Agricultural Research Service, USDA 948 U.S. Court & Customhouse Bldg. 1114 Market Street St. Louis 1, Missouri
		<u>NEBRASKA</u>
ARS	<u>Elmer Christopherson</u> Asst. Inspector in Charge Meat Inspection Division	Agricultural Research Service, USDA P.O. Box 339 South Omaha Station Omaha 7, Nebraska
FS	<u>Harry P. Gaylor</u> Forest Supervisor	Forest Service, USDA Post Office Building Lincoln, Nebraska
ASC	<u>Milton E. Luecker</u> Chief of the Administrative Div.	ASC State Office, CSS, USDA Room 407, U.S. Post Office & Courthouse Bldg. Lincoln 1, Nebraska

<u>AGENCY</u>	<u>NAME AND POSITION</u>	<u>ADDRESS</u>
	<u>NEBRASKA</u> (cont'd)	
SCS	<u>Laird G. Wolfe</u> Asst. State Conservationist	Soil Conservation Service, USDA Room 604 134 S. 12th Street Lincoln, Nebraska
	<u>NORTH DAKOTA</u>	
SCS	<u>Avard B. Linford</u> Asst. State Conservationist	Soil Conservation Service, USDA P.O. Box 270 Bismarck, North Dakota
FHA	<u>John R. McClung</u> State Director	Farmers Home Administration, USDA P.O. Box 1317 Bismarck, North Dakota
	<u>OKLAHOMA</u>	
ASC	<u>Claude H. Atha</u> Chief of the Adm. Division	ASC State Office, CSS, USDA Agricultural Center Office Bldg. Stillwater, Oklahoma
ARS	<u>F. W. Hansen, Jr.</u> Veterinarian in Charge Animal Disease Eradication Div.	Agricultural Research Service, USDA 418 Bankers Service Life Bldg. 114 North Broadway Oklahoma City, Oklahoma
ARS	<u>Ernest H. McIlvain, Jr.</u> Agronomist Crops Research Division	Agricultural Research Service, USDA U. S. Southern Great Plains Field Station, Woodward, Oklahoma
REA	<u>Harold T. Johnson</u> Operations Field Representative	Rural Electrification Adm., USDA 2823 East 36 Place Tulsa 5, Oklahoma
SCS	<u>D. O. Keairns</u> Asst. State Conservationist	Soil Conservation Service, USDA Agricultural Center Building Farm and Admiral Road Stillwater, Oklahoma
FHA	<u>James G. Powers</u> State Director	Farmers Home Administration, USDA Agricultural Center Office Bldg. Farm Road Stillwater, Oklahoma
AMS	<u>Donald D. Pittman</u> Agricultural Statistician Agricultural Estimates Div.	Agricultural Marketing Service, USDA P.O. Box 1095 Oklahoma City, Oklahoma

<u>AGENCY</u>	<u>NAME AND POSITION</u>	<u>ADDRESS</u>
	<u>SOUTH DAKOTA</u>	
SCS	<u>Norman A. Berg</u> Asst. State Conservationist	Soil Conservation Service, USDA P.O. Box 1357 Huron, South Dakota
FS	<u>Howard C. Lee</u> Forest Supervisor	Forest Service, USDA Custer, South Dakota
AMS	<u>Roy Potas</u> Agricultural Statistician Agricultural Estimates Div.	Agricultural Marketing Service, USDA Leaders Building 219 West Eighth Street Sioux Falls, South Dakota
	<u>TEXAS</u>	
AMS	<u>Charles V. Brant</u> Agricultural Commodity Grader Grain Division	Agricultural Marketing Service, USDA 506 U. S. Court House Ft. Worth 2, Texas
FCIC	<u>O. B. Briggs</u> State Director	Federal Crop Insurance Corp., USDA PMA Building College Station, Texas
AMS	<u>Harry C. Freeman</u> Administrative Assistant Food Distribution Div.	Agricultural Marketing Service, USDA Room 3-127 500 S. Ervay Street Dallas 1, Texas
FS	<u>Robert W. Pearl</u> Forester (T.M.)	Forest Service, USDA Box 380 Lufkin, Texas
ES	<u>Roy L. Huckabee</u> District Agent	Extension Service, USDA Box 3022 San Angelo, Texas
ARS	<u>John L. Wilbur, Jr.</u> Veterinarian in Charge Animal Disease Eradication Div.	Agricultural Research Service, USDA Moore Bldg, 402 W. 13th St. Austin, Texas

CHARTER FOR TAM PROGRAM

The USDA Training in Administrative Management (TAM) Program was originally planned, organized, and carried out under the direction of the Secretary's Committee on Administrative Management. On January 7, 1957, the Secretary issued Memorandum No. 1410 establishing the USDA Management Improvement Committee. On May 1, 1957, this committee approved continuation of the TAM program. Two TAM Leadership Institutes were approved to be held between July 1, 1957, and July 1, 1958. On May 13, 1957, over the signature of the Administrative Assistant Secretary, the TAM Work Group was established and given the responsibility for planning, organizing, and conducting the TAM Leadership Institutes. These were held in Kansas City October 28-November 8, 1957, and in Minneapolis, Minnesota, February 24-March 7, 1958. Following these, on July 1, 1958, the Management Improvement Committee approved four more institutes to be held within the succeeding 12-15 month period. Three of these institutes have been held. These were held in Santa Barbara, California, January 26-February 6, 1959; Athens, Georgia, March 16-26, 1959; and Amherst, Massachusetts, July 27-August 6, 1959, making a total of 7 institutes held to date. As a result of these institutes, over 50 workshops will have been held by January 1, 1960.

The USDA Management Improvement Committee and the TAM Work Group hope that the graduates of these institutes working with graduates of previous institutes will continue to give the leadership necessary to plan, organize, and carry out local TAM workshops and give leadership to other management development activities throughout the Department both within their own agencies and across agency lines.

COMMITTEE ORGANIZATION

<u>Committee</u>	<u>Members</u>	<u>Agencies Represented</u>
Advisory	Roy Potas -- Chairman D. O. Keairns -- Secretary Claude H. Atha Paul Becton Hampton Burns Harry P. Gaylor Fred W. Hansen James G. Powers	AMS SCS ASC ARS SCS FS ARS FHA
Editorial	F. Reed Grainger -- Chairman Norman A. Berg -- Secretary Elmer Christopherson James C. Haley Roy L. Huckabee Howard C. Lee Warren H. Livens Donald D. Pittman Lewis Wolfe	FCIC SCS ARS ARS ES FS FS AMS ASC
Evaluation	Robert W. Pearl -- Chairman Harry C. Freeman -- Secretary John T. Hills Howard C. Jackson Ralph B. McGill Ernest H. McIlvain, Jr.	FS AMS FS SCS SCS ARS
Library	Spencer H. Palmer -- Chairman Laird Wolfe -- Secretary Milton E. Luecker T. A. Moir	FS SCS ASC ARS
Recreation and Social	Glenn H. Deitschman -- Chairman Harold T. Johnson -- Secretary O. B. Briggs Ross W. Hall Clyde P. Lieblong	FS REA FCIC SCS ASC
Visual Aids	Charles V. Brant -- Chairman Avard B. Linford -- Secretary David O. Manley John R. McClung John L. Wilbur	AMS SCS ARS FHA ARS

REPORT OF THE EVALUATION COMMITTEE
Stillwater, Oklahoma

The Evaluation Committee met on Monday afternoon, September 21, 1959. Robert W. Pearl, FS, was elected Chairman of the committee and Harry C. Freeman, AMS, was elected Recording Secretary. The duties of the Evaluation Committee were discussed (the duties had not been formulated by the TAM work Group). The committee decided to use evaluation forms. The forms were used on a daily basis to evaluate the effectiveness of the subject presented by each guest speaker. The committee also decided to informally interview some of the Institute participants to determine their impressions, criticisms, and comments.

Other meetings of the committee were held Wednesday noon, September 23, and Tuesday, September 29.

GENERAL COMMENTS OF THE COMMITTEE

1. It is thought that more thorough orientation is needed on the first day of the Institute.
2. A period should be set aside during each morning and afternoon session for announcements.
3. Careful consideration should be given to insure that the meeting room is:
 - a. Quiet
 - b. Well ventilated
4. Avoid excessive repetition in the subject matter as much as possible.
5. Should have more group participation on typical USDA cases that illustrate principles.
6. Place the emphasis on the need for simplicity and usefulness, to the participants, of the published proceedings rather than on editorial form and appearance.
7. Prepare in advance of the Institute a glossary of management terms.
8. There should be more techniques of how to accomplish management principles.

TYPICAL SPECIFIC COMMENTS BY PARTICIPANTS

1. "Shorter lectures and longer well-organized and well-directed discussion and group study periods."
2. "Have still more speakers from business."
3. "Too much time answering individual questions."

SOME HIGHLIGHTS OF THE INSTITUTE WERE

1. Dr. William Alexander - Inspirational.
2. Dr. Eugene Swearingen, Dr. Costic Roman, Mr. Malcolm Holliday - Manner of Presentation.
3. Dr. Richard E. McArdle - Organization and methods of management.

The Evaluation Committee recognizes the efforts and effectiveness of all committees.

Advisory

Editorial

Library

Visual Aids

Recreation and Social

We wish to express appreciation for the efforts of Mr. Albert Greatorex, Mr. Edward Steinberg, Mr. Ross Hall, and Mr. Lewis Wolfe.

EVALUATION FORM

GENERAL SUBJECTS

DATE _____

P.M.

A.M.

1. GENERAL IMPRESSIONS.

2. RECOMMENDATIONS.

3. CRITICISMS.

4. COMPLIMENTS.

REPORT OF ADVISORY COMMITTEE

Chairman - Roy Potas, AMS
Secretary - D. O. Keairns, SCS

The Advisory Committee reported on their work with other committees and the Institute Director. During the course of the Institute, the committee assisted in arranging for needed equipment and supplies, arranging tours of the University campus and for transportation to the steak fry.

The committee obtained a Certificate of Appreciation, which was signed by all participants, for presentation to the individuals making the maximum contribution to the success of the Institute.

The committee also arranged for and secured wide coverage through the press and radio of the proceedings during the course of the Institute.

REPORT OF EDITORIAL COMMITTEE

Chairman - Reed Grainger, FCIC
Secretary - Norman A. Berg, SCS

This committee received excellent cooperation from all Institute participants. The most obvious result was this publication you are now reading. We do not claim that it is outstanding; however, we have attempted to capture for the reader the essential elements of the entire proceedings.

Two items are reproduced herein as guidance for future TAM workers. The first, suggestions for summarizers, was prepared by this committee. The second, suggestions for those introducing speakers stemmed from the work of the Editorial Committee for the Athens, Georgia Institute.

SUGGESTIONS FOR SUMMARIZERS

A. Biographies

1. Use narrative style of approximately 50 words - maximum 70 words.

B. Digests of Topic Presentations

1. Can be in a narrative, outline or a combination style. Summarize to get the main points across to the reader.
2. Should be concise.
3. Capture key points of topic, plus punch lines.
4. Exclude humor.

C. Discussion Period Summaries

1. Include pertinent questions and answers.

D. Bibliographies

1. Reference material, if pertinent, should be listed on a separate page and turned in with the summary.

E. Specifics

1. Double space material in legible longhand - ink preferred.
2. Number pages.
3. List topic, speaker at top of first page, also include names and agencies of summarizers and name and agency of the discussion leader (presiding officer).
4. Morning session summaries due in by 8 p.m. each day, except on Saturday and the last day.
5. Afternoon session summaries due in by 9 p.m. except on the last day.
6. Editorial committee will issue special instructions for the last day's sessions.

F. Turn in Summaries to:

(Names of Editorial Committee members, by days, who will edit summaries.)

SUGGESTIONS FOR THOSE WHO INTRODUCE INSTITUTE SPEAKERS

I. BEFORE THE SPEAKER APPEARS ON THE PROGRAM

1. Meet the speaker at a designated place.
2. Check on accomodations (for family also if needed).
3. Furnish transportation if needed.
4. Arrange for meals, if appropriate.
5. Obtain name tag for speaker.
6. Arrange for necessary props.
7. Assure that rostrum is in order.
8. Know how to properly pronounce his name.
9. Become familiar with background.
10. Advise speaker of any particular characteristics of audience such as hostility, problems, etc.
11. Ascertain that speaker knows time allotted for speech and for subsequent discussion or question and answer period.
12. MAKE SPEAKER FEEL HE'S A "VIP".

II. KEY POINTS FOR THE INTRODUCER TO OBSERVE IN DOING HIS JOB.

1. Speak clearly.
2. Be brief, 2 or 3 minutes, but not too brief.
3. Don't talk about yourself.
4. Don't read more than absolutely necessary.
5. Don't smoke while making introduction.
6. Give audience qualifications of speaker.
7. Pronounce speaker's name distinctly.
8. Don't say, "I give you Mr. So-and-So."
9. Don't use excessive humor.
10. Don't infringe on speaker's subject.
11. Don't eulogize, belittle or patronize speaker.
12. Give speaker's name last.
13. Remain standing until speaker reaches podium.
14. Start applause.

REPORT OF THE AUDIO-VISUAL AIDS COMMITTEE

Chairman - Charles Brandt, AMS
Secretary - A. B. Linford, SCS

Visual aids used at the TAM Institute held at Stillwater, Oklahoma, consisted of the following:

1. Mimeographed material - handouts.
2. Blackboard
3. Visual graph
4. Tape recorder.
5. Slide projector
6. Movie projector
7. Flip charts
8. Sound system and microphone

These aids were used to supplement the speakers' general knowledge of the subject - and to inform the group of matters not covered in formal presentations.

The following movies were shown to the group:

- "The Agriculture Story"
- "The Eye of the Beholder"
- "Research in USDA"
- "All I Need is a Conference"
- "Production 5118"
- "1104 Sutton Road"
- "Watershed Wild Fire"
- "The Fire Put on Trial"
- "Let's Be Human"
- "The Meat Inspection Service"
- "A Visit to the County Agent"

REPORT OF THE RECREATION AND SOCIAL COMMITTEE

Chairman - Glenn H. Deitschman, FS
Secretary - Harold T. Johnson, REA

At the beginning of the Institute, the Recreation and Social Committee endeavored to get together those individuals with similar extra-curricular interests. The major occasion arranged by the committee was a steak dinner at the Lake Carl Blackwell Lodge near Stillwater during the evening before the Institute ended. An opinion, with fairly strong support, maintained that this committee functioned most valuably in not infringing too heavily on the meager free time of the participants.

III. TECHNIQUES FOR HANDLING THE DISCUSSION OR QUESTION PERIOD.

a. The Buzz System.

Divide audience into groups of 5 or 6 persons each; take a short break; each group formulate several questions to be propounded to speaker.

b. General question and answer session, introducer should:

1. Have knowledge of subject and speaker.
2. Have questions "planted".
3. Ask important, leading variety and discussion type questions.
4. Keep questions on the subject.
5. Ask only questions that are related to speech.
6. Moderate rather than lead discussion.
7. Encourage wide participation; discourage one person from asking too many questions.
8. Repeat question if apparent question not understood or heard.
9. Close discussion at proper time or sooner if questions lag too much or cease.

IV. THANKING THE SPEAKER WHEN HE'S THROUGH REQUIRES THAT THE INTRODUCER

a. Listen carefully.

b. Make mental or written notes of specific reasons why he can sincerely thank speaker, such as:

1. Time and effort in organization and preparation of speech.
2. Excellent delivery.
3. Creativeness as evidenced by novel ideas.
4. Forthright treatment of subject.
5. Coverage of subject.
6. Speaker's presence.
7. Interesting.
8. Informative.
9. Entertaining.
10. Original
11. Possible great sacrifice of valuable time.

REPORT OF LIBRARY COMMITTEE

Chairman - Spencer Palmer, FS
Secretary - Laird Wolfe, SCS

The Library Committee, in cooperation with the Oklahoma State University Library, had available for the use of the Institute participants a large selection of books and periodicals on management. A majority of the participants checked out this material for reference and study outside of the regular Institute sessions. By providing this material, participants were afforded an opportunity to become familiar with publications on subjects directly related to this Institute.

BOOKS ON LEADERSHIP DEVELOPMENT
SUGGESTED FOR USE AT THE STILLWATER IAM INSTITUTE
September 21-October 1, 1959

American Assembly	The Federal Government Service; Its Character, Prestige and Problems	1954
Appley, Lawrence A.	Management in Action. Amer. Man. Assoc	1956
Argyris, Chris	Personality and Organization: The Conflict Between System and the Individual. New York, Harper	1957
Barnard, C. I.	The Functions of the Executive. Harvard Univ. Press	1954(?)
Bernstein, M. H.	The Job of the Federal Executive. Washington, Brookings Institute	1958
Black, James M.	How to Grow in Management. Prentice-Hall	1957
Brink, V. Z.	Internal Auditing. Revised and Re-written by J. A. Cashin, 2nd Ed. New York, Ronald Press	1958
Burks, E. C. ed	Human Relations for Management: the Newer Perspective. New York, Harper	1956
Cantor, Nathaniel	Dynamics of Learning. Foster & Stewart	1946
Cartwright, Dorwin	Group Dynamics; Research and Theory. Row	1953
Columbia University Press	What Makes an Executive? Report of a round table ..	1955
Dimock, Marshall E.	Administrative Vitality. Harpers	1959
Dooher, M. J., ed.	Effective Communications on the Job. Amer. Man. Assoc.	1956
Dooher, M. J., ed.	Selection of Management Personnel New York, Amer. Man. Assoc., 2 v.	1957
Halsey, G. D.	Supervising People. New York, Harper	1953
Douglass, P.	Communication through Reports Englewood Cliffs, N.J., Prentice Hall	1957
Drucker, Peter F.	America's Next Twenty Years. Harper	1957
Hoslett, S. D.	Human Factors in Management. Rev. ed.	1951
Drucker, Peter F.	The Practice of Management. Harper	1954

Blakely, Robert	Adult Education in a Free Society. Guardian, Bird, Publishers, Toronto Canada	1959
Haire, Mason	Psychology in Management. N. Y., McGraw-Hill	1951 2d ed. 1956 McGraw
Jones, Manley H.	Executive Decision Making. Homewood, Ill., Irwin	1957
Hall, H. S.	Improving the Effectiveness of Management. U. of Ill. Bulletin v. 50. no. 10.	1950
Leavitt, Harold J.	Managerial Psychology. Chicago, U. of Chicago Press	1958
Lateiner, Alfred R.	The Techniques of Supervision. Nat. Foreman	1954
McFarland, Dalton E.	Management Principles and Practices. New York, Macmillan	1958
Mace	Growth and Development of Executives. Cambridge, Harvard Univ. Press	1950
Miller, Raymond W.	Can Capitalism Compete? Ronald Press Co.	1959
Newman, Wm. H.	Administrative Action: the Technique of Organization and Management	1955 (1951?)
Nichols, Ralph G.	Are you Listening? McGraw-Hill	1957
Osborn, A. F.	Applied Imagination: Principles and Procedures of Creative Thinking. Rev. ed., New York, Scribner	1957
Pfiffner, J. M.	The Supervision of Personnel: Human Relations in the Management of Men. 2nd Ed. N.Y., Prentice-Hall	1958
Pigors, P.	Personnel Administration, a Point of View and a Method. 3rd Ed.	1956
Redfield, O. E.	Communication in Management: the Theory and practice of Administrative Communication. Rev. ed., Chicago, U. of Chicago Press	1958
Roethisberger, F. L.	Management and Morale. Cambridge, Harvard Univ. Press	1953
Schell, E. H.	Technique of Executive Control. 8th ed. N. Y., McGraw-Hill	1957

Selznick, F.	Leadership in Administration: A Sociological Interpretation, Evanston, Ill., Row, Peterson	1957
Shartle, C.L.	Executive Performance and Leadership Englewood Cliffs, N.J. Prentice-Hall	1956
Shurter, Robert L.	Written Communication in Business. McGraw-Hill	1957
Simon, H.A.	Administrative Behavior; a Study of the Decision Making Processes in Administrative Organization. 2nd ed., N.Y. Macmillan	1957
Stanford University	Management for Tomorrow (not identified)	1958
Summer, Charles E. Jr.	Factors in Effective Administration. N.Y., Columbia Univ. Press (not identified)	1956
U.S. Bureau of the Budget	Improvement of Financial Management in the Federal Government	1956
U.S. Civil Service Commission	Evaluating your Personnel Management	1954
U.S. Civil Service Commission	Community Relations; a Guide for Federal Agencies. (Personnel Management Series 12)	Jan. 1958
U.S. Department of the Air Force	The Management Process (Air Force Manual 25-1)	1954
Uris, Auren	The Efficient Executive. McGraw-Hill	1957
Uris, Auren	Working with People. Macmillan Co.	1949
Urwick, Lyndall F.	The Pattern of Management, Minneapolis, U. of Minn. Press	1956
<u>PAMPHLETS:</u>		
Carnegie, Dale	Check List for Supervisors	1952
Davis, D.R.	Problem Solving for the Executive	1954
Martindell, J.	What is an Executive? Athens, U. of Georgia (Bureau of Business Research)	1952
<u>Nation's Business</u>	How to Simplify a Problem	June, 1957
<u>Nation's Business</u>	How to Say What you Mean	May, 1957
<u>Nation's Business</u>	You Can Cancel Most Meetings	Nov. 1957
	Problems of Modern Business Management, Athens, U. of Georgia (Bureau of Business Research)	
<u>Georgia Business</u>	Applied Imagination and Creative Thinking. James E. Gates	Sept. 1957
	What Makes a Letter Plain? The 4-S Formula	

FILMS

FILM TITLE

SOURCE OF DESCRIPTION

The Agriculture Story	Motion Pictures of the USDA Handbook No. 14 - Page 16
Fire Ant on Trial	Office of Information, USDA
Compass for Agriculture	MPS, Inf., USDA See Newsletter - June - July 1959 Page 2
Marketing Farm Products Abroad	MPS of the USDA Handbook No. 14 - Page 38
Your Meat Inspection Service	MPS of the USDA Handbook No. 14 - Page 59
Rainbow Valley	Forest Service Films - 1959 - Page 13
Watershed Wildfire	Forest Service Films - 1959 - Page 19
A Tree is Born	MPS, Inf., USDA, See Newsletter - June - July 1959 - Page 2
Water for the West	Forest Service Films - 1959 - Page 19
The Hidden Menace	Agricultural Research Service, USDA
Better Living Thru Research (Same as Research for Better Living)	MPS, Inf., USDA Handbook No. 14 - Page 44
Ridge to the River	
All I Need is a Conference	33 minutes, b & w, sound, 16 mm. By General Electric for management training. Illustrates problem solving and how to conduct a conference.
1104 Sutton Road	John Ladd, Modern Talking Picture Service, 235 Stuart St., Boston 16, Mass. 45 minutes, color, sound, 16 mm. By Champion Paper and Fiber Co., Projection of self into job and life produces satisfaction.
The Inner Man Steps Out	37 minutes, b & w, sound 16 mm. Human relations applied to management.

FILM TITLESOURCE OF DESCRIPTION

Production 5118

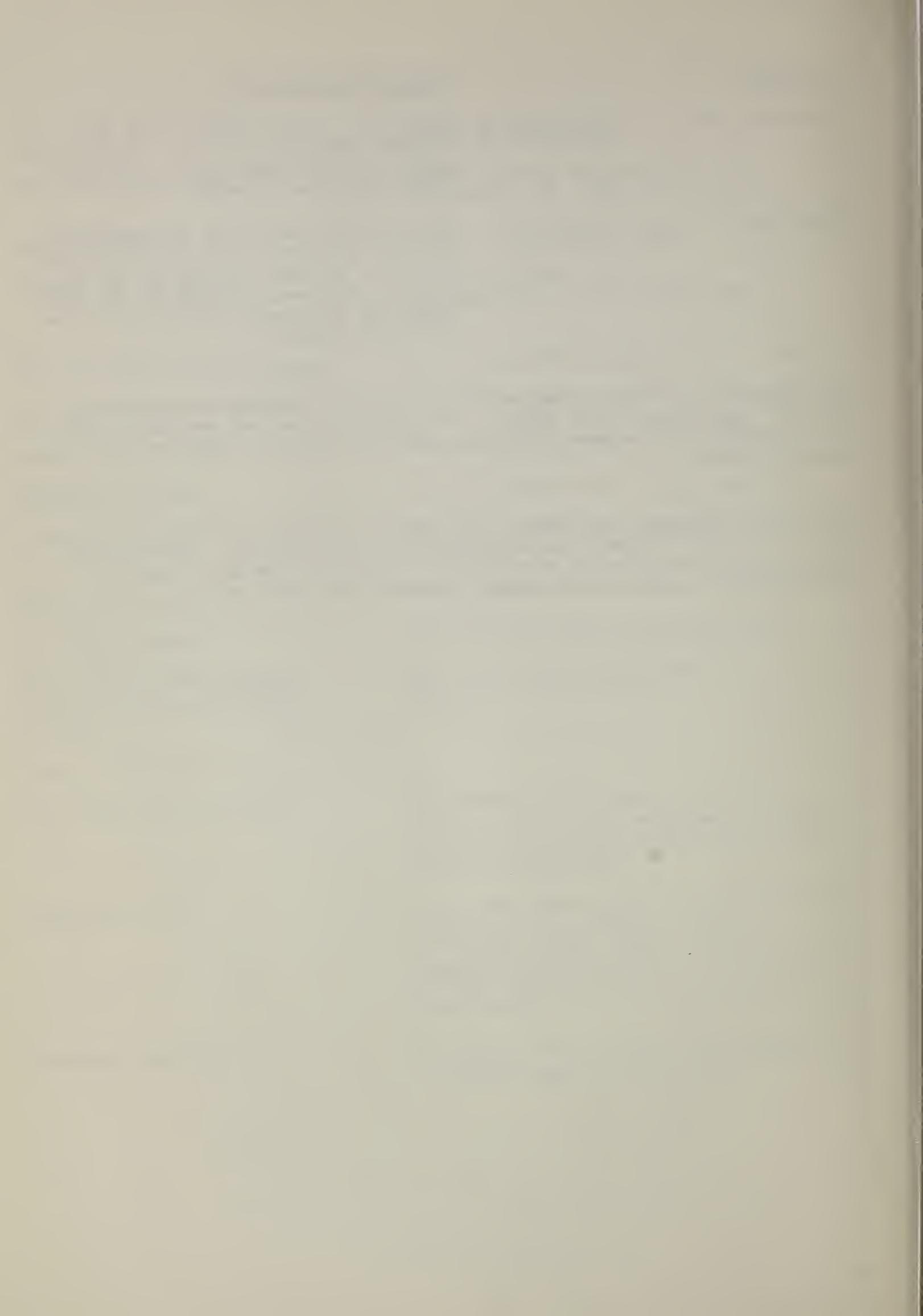
35 minutes, color, sound, 16 mm. By Champion Paper and Fiber Co. Apply the golden rule in communications and the signal will come through.

Creativity

The 10 minute color film was produced by MPS for use at the '58 Annual USDA Visual Workshop, has been selected as one of the U.S. Government entries in the 1959 Edinburgh (Scotland) International Film Festival in July.

Dr. Alexander is writing a book which will soon be available to the public, entitled "Have Speech, Will Travel." This book will include several of his outside addresses, a sermon, and things which he thinks are important in making a speech.

For a group discussion, perhaps Dr. Alexander's recording entitled "Are You Part of the Answer or Part of the Problem?" may be beneficial. This record which runs 28 minutes may be obtained at a cost of \$5 from Barry More Recording Service, 1004 NW 16th Street, Oklahoma City, Oklahoma.



ACKNOWLEDGMENTS

Those of us selected to participate in the Stillwater TAM Institute wish to express our sincere appreciation to all who helped to plan, organize, and finally bring it into being.

Our particular thanks to TAM Director Albert T. Greatorex, USDA, who gave direction and guidance to our efforts.

We are especially appreciative of the work of Lewis Wolfe, ASC State Office, and Ross W. Hall, SCS State Office, who in the role of co-managers of the Institute gave untiringly of their time and efforts on behalf of the participants at the Institute.

We extend our most sincere appreciation to the USDA Management Improvement Committee for its part in approving and setting the wheels in motion for this Institute.

Our special thanks go to the members of the TAM Work Group for the planning and organization so essential to the success of this Institute. The members of the TAM Work Group are:

Ernest C. Betts, Jr., Personnel (Co-Chairman)
Joseph P. Loftus, OAM (Co-Chairman)
William C. Laxton, AMS (Director, Personnel Division)
John P. Houghney, CSS (Director, Personnel Management Division)
Eugene J. Peterson, SCS (Chief, Safety and Training Branch)
Robert L. Stockment, ARS (Chief, Employee Development and Safety Branch)
Jack C. Kern, FS (Training Officer)
Edward H. Steinberg, FHA (Staff Assistant)
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